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THE PERENNIAL BUGABOO!

Ohio's First State Superintendent of Public Instruction

By LESTER S. IVINS

Frank W. Miller, who was twice elected State Commissioner of Common Schools, in Ohio, was recently appointed State Superintendent of Public Instruction by Governor Cox. The appointment was made for four years. Mr. Miller thus became the first State Superintendent of Public Instruction in Ohio.

Last fall Ohio adopted a new constitution. Doctor S. D. Fess, President of Antioch College, and now a member of Congress from the Sixth Ohio District, was a member of the Constitutional Convention. Dr. Fess introduced Proposal No. 28, which provided for the appointment of a State Superintendent of Public Instruction by the Governor for four years. Formerly the State School Commissioner was elected for two years. This Proposal also made the office a constitutional office, while before it was simply a statutory one.

Mr. Miller was born on a farm in Montgomery County, Ohio, a few miles west of the city of Dayton. He prepared for college at the Dayton High School, and Lebanon University. He graduated from Dartmouth College, where he received the Degree of B. A. in 1893, and later received the Degree of A. M. from the same institution. As a result of his scholarly attainments at college he became a member of the Phi Beta Kappa. Later on he took special work in electricity at Cornell University. After he had finished his work in college he was elected science teacher in the Steele High School at Dayton. While engaged in this work he, in collaboration with Aug. Foerste, wrote a textbook on physics. He also served six years on the board of county school examiners in his home county.

Mr. Miller has traveled considerably, and some ten years ago spent about a year in Europe. It was during this trip that he became greatly interested in scientific agriculture. In order to find the real reason why Germany, France, Holland, and some other foreign countries could produce so much more per acre of many of our farm crops than we could here in the United States, he secured a position on a farm in each of these countries, and worked with the farm hands. He discovered by this plan that the men and women on the farms got their spirit of a better agriculture while in school, and thus learned the fundamental principles of their fathers' business.

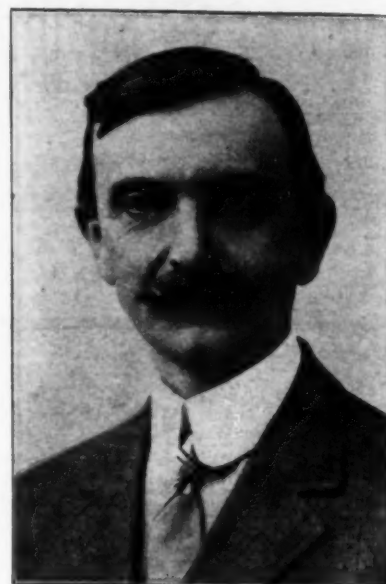
Further investigation made on these farms demonstrated to him that the people were producing about one-third more than they did thirty years previous to this time. This one-third the people received as profits. They had not secured it in former years because they did not know the secrets of the proper use of commercial fertilizers, caring for stable manure, and the proper cultivation of the soils. Finding this while in Europe, Mr. Miller was convinced that this message should be carried to the people in the United States and the best plan was to take it directly to the children through the public schools.

Upon his return home he continued his study and investigations along the line of scientific agriculture. Mr. Miller was elected State School Commissioner of Ohio at the November election in 1910. Shortly after his election a committee from the Legislature called upon him for suggestions along the line of new school legislation, and he recommended that a law be passed requiring the science of agriculture to be taught in the public schools. The Legislature afterwards passed the act thus suggested. This law required boards of education to introduce the subject of agriculture into the schools in all districts except city school districts, and the teachers were given two years to prepare for an

examination in the subject of agriculture. It also provided that the State School Commissioner appoint four state supervisors of agricultural education, each to supervise the new work in one-fourth of the state. The law also made the School Commissioner the superintendent of all agricultural education in the public schools of the state. Thus, he directed the work of the supervisors of agricultural education. He appointed men to the position of supervisors of agricultural education who were well prepared for the new work that they were to take up, and who were practical schoolmen. The work was a success from the beginning. Statistics in the State Department of Education today show that in 1909, 1560 pupils in the state were studying agriculture; in 1910, 1940; in 1911, (when he took office) 11,608; and in 1912, the first year of his work, 117,505 pupils were studying agriculture. At the present writing we have over 200,000 in nature study and agricultural classes in Ohio.

So popular was the subject and so thoroly did the Commissioner and his supervisors spread the gospel of a more practical school course that even city school districts (districts of over 5,000 population) put in the new subject in many cases. At present about half (40 districts) of these city districts are teaching the subject.

With the introduction of agriculture came domestic science, and manual training. While the last two named subjects are not required subjects, they have been introduced by boards of education largely because people are demanding a course of study that will prepare pupils to make a better living. This new education is producing a better feeling among school people, boards of education and taxpayers. Mr. Miller goes on the theory that taxpayers are willing to pay for schools that really prepare boys and girls to make a living. He insists upon a good library, plenty of apparatus, and thoro teaching. He says that the teacher counts 80%, the building, apparatus, etc., 20% in the effectiveness of the school. By insisting upon better methods of teaching, more teachers are going to school in Ohio than ever before. Last summer found eight thousand of our teachers in the summer schools. This was a gain of two thousand over the year before. More high school graduates are attending college as a result of the teachers' better preparation. The teachers see the advantage of the college course, and thus encourage the pupils to attend college. These pupils are not all entering the arts' course, but on the other hand about 60% are taking



HON. FRANK W. MILLER,
Columbus, O.

agriculture and domestic science. Girls are thus made better home-makers by having a course in domestic science, and the boys will make better farmers, because they are graduating from the agricultural college.

The largest corn contest ever promoted and the greatest boys' excursion ever conducted to Washington, D. C., was the result of this new agricultural training received by the pupils in the public schools, and emphasized and encouraged by all the agricultural departments of the state.

Mr. Miller is a believer in strict enforcement of the truancy law; thoro supervision of the rural schools; centralization and consolidation of small school districts; better qualified school-board members, as well as school teachers; better elementary schools; the social center idea; more vocational education both in the grades and in the high school; good pay for teachers after they have demonstrated their ability to teach successfully.

The new State Superintendent of Public Instruction in Ohio has splendid support of all the educational forces within the state as well as that of the National Bureau of Education, and the people generally in Ohio, while they have thoroly appreciated the work of former State School Commissioners, are looking to the present State Department of Education with its progressive State Superintendent of Public Instruction, to give them the greatest administration of school affairs that has ever been experienced in the history of the state.

A RECORD OF PUBLIC SERVICE.

By Louis A. Dodge.

Fifty years of uninterrupted service as a school teacher in the public schools of New Orleans and having taught boys only is the remarkable record of Miss Mary E. Finerty.

Miss Finerty began teaching in the old Magnolia school of New Orleans in October, 1863, when she yet lacked three months of being fifteen years of age. At the time her mother was left a widow with five children and she took up the battle of life thus early to do what she could to help them. Never taking a vacation, except those forced upon her by the closing of the schools for the regular vacation periods and teaching a vacation school through these periods Miss Finerty continued her work steadily and with success. In fact she early formed a love for teaching so that even now it would be a great source of regret to her were any attempt made to place her on the retired pension roll,

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MISS MARY E. FINERTY,
New Orleans, La.

Legal and Illegal Uses of School Buildings

By HARRY R. TRUSLER, A. M., L. L. B., Professor of Law, University of Florida

Modern thinking is announcing that the school ought to be a social center. Certainly the people who build a schoolhouse are entitled to the fullest service therefrom. Nevertheless the law must not be violated. Consequently it is necessary to consider what uses of school buildings are permissible under the law. Should the law on this subject appear unduly conservative, it is unjust to condemn the judges. The judges do not make law; they merely apply it to the concrete facts of individual cases. Law is nothing but the authoritative memorandum of the public opinion of the age creating it. When this changes, the law should change. But it should be changed and can be changed only by the lawmakers themselves, not by the law interpreters; and the former should not cast the odium of their inactivity upon the latter.

Some General Principles.

In the absence of statute the school authorities having control and possession of school property may authorize its use only for school purposes, or for such incidental uses as are not inconsistent with its use for school purposes (35 Cyc. 942). It is easy to state this rule and hard to apply it, because whether a given use is a school purpose or incidental thereto is often a close question. Of course statutes may enlarge the purposes for which schoolhouses may be used; but they must not violate the state's constitution. By the weight of authority a statute attempting to authorize the use of school buildings for religious purposes is unconstitutional (35 Cyc. 943). But these are decisions to the contrary. Whenever the schoolhouse is being used for illegal purposes, any citizen and taxpayer may by a bill in equity enjoin the school directors or trustees from using it for such purposes (59 L. R. A. 59). Conversely, if the school authorities refuse to allow the school edifice to be used for proper purposes, they may be compelled to do so (62 S. W. 61).

Theatrical Performances in the Schoolhouse.

The city of Monroe, Ala., built a \$20,000 schoolhouse from the proceeds of municipal bonds, and then attempted to use its auditorium as a theatre, in which the giving of theatrical, operatic, minstrel and other performances were carried on as a business. These performances, however, were only carried on at night or upon Saturday or other holidays, when the schoolhouse was not actually being used for school purposes. Nevertheless the court enjoined them (59 L. R. A. 723). Said Judge Monroe: "Whereas we know that the qualified voters of the city of Monroe voted to tax themselves for the purpose of erecting a schoolhouse, we have no assurance that they would have so voted if they had been informed that the building to be erected would be used as a theatre as well. There are many excellent people who disapprove of theatres entirely, and there are others who disapprove of a combination which brings little boys and girls attending school in such daily juxtaposition with flaring posters as must result from having the school and the theatre in the same building. We should not consider that they were fairly treated if the property for which they are still paying should be permitted to be used for a purpose not intended by them, and of which in all probability, some if not a majority of them would disapprove. In expressing this conclusion, we do not wish to be understood as going to the extreme of holding that the city authorities may not make such casual and incidental use of the building in question, not inconsistent with or prejudicial to, the main purpose for which it was erected, as they may deem advisable, nor as holding that changed

conditions in the future may not justify them in devoting it to some other purpose."

Public Lyceums in the Schoolhouse.

In 1897 the Supreme Court of Pennsylvania held, in the absence of statute, that school directors may not permit the use of school buildings for public lyceums. It was argued that such use of the schoolhouse, being in aid of education and for the general improvement of the neighborhood, cannot be restrained by injunction, but the court refused to accept this view (37 Atl. Rep. 853). "The use of school buildings by the community at large for public meetings for the discussion of subjects of general interest," said Judge Fell, "may be said to be in the line of their use for educational purposes, but it is not the use intended by law. The public school system is for the instruction of pupils who may attend the schools, and not for the instruction or entertainment of other persons. The school directors are trustees of the school property for that use, and they may not, against objection, authorize or permit its use for other purposes. If the school buildings may be used for meetings for the convenience, pleasure, or instruction of the general public, all other school property may with equal propriety be so used, and it would be but a step further to apply a part of the school funds to the same use. This view of the law does not forbid the use of the buildings for any purpose directly related to the instruction of the pupils of the schools, and it does not exclude their use for lectures or debates which are made a part of the course of instruction."

Dances in the Schoolhouse.

Asks the Supreme Court of Utah (73 Pac. 509): "Have the trustees of a school district the legal right and power to permit a public schoolhouse to be used for holding public and private dances—a use which is in no way connected with the school's, and which would not promote or advance its interests, but, on the contrary, the effect, if any, would necessarily be inimical and detrimental to schools?" The decision is in the negative. "The private use which it is thus proposed to make of this public school building is unauthorized and contrary to public policy, as it would in effect be a misappropriation of trust property, and it would also be opposed to the principle that the sovereignty cannot tax its citizens for private purposes." A statute of Utah provided that the trustees might permit a schoolhouse, when not occupied for school purposes, to be used for any purpose which would not interfere with the seating or other furniture. But the court held this statute was no defense, since dances could not be conducted in the schoolhouse without the removal of the desks from the rooms.

The Schoolhouse as a Teacher's Residence.

An unusual question was passed upon by the Supreme Court of Michigan in 1895. For about seven years continuously a teacher had lived in the first story of a school building, teaching in the rooms above. Finally the district refused to employ him longer and gave him notice to vacate, which he refused to do. The district then sued to recover possession of the rooms he occupied. The case turned upon whether the relation of landlord and tenant existed between teacher and district. The court said he was a tenant by sufferance, if the district had permitted him to remain a sufficient length of time to imply an intentional acquiescence in the occupancy, altho his previous holding was not that of a tenant (29 L. R. A. 576).

It was assumed, altho not directly decided, that the occupancy of a part of a schoolhouse

by a teacher for the purpose of enabling him the better to perform his contract to teach is not illegal. Such occupancy may be incidental to, and essential for, the performance of the duties of a teacher. With this doctrine the writer has no quarrel; but he submits that such occupancy can be legal only during the regular school term. No school duties as a rule are performed at other times to which such occupancy is incidental. In the absence of school duties, such occupancy devotes public property to private uses.

Combination of Business Property and Schoolhouse.

In 1840 a contractor offered to sell a Massachusetts School District a tract of land and build a schoolhouse thereon for \$1,700, provided he was allowed to build a public hall over the same as his property. As the contractor agreed to let the district have the use of the hall, free of charge, for school meetings and examinations, this offer was accepted and the house was built. Later a taxpayer brought an action of *assumpsit* to recover the tax, which had been assessed upon him for the above purpose and collected by compulsory process. His suit was denied and the tax held good. Said the celebrated Chief Justice Shaw (6 Met. (Mass.) 497, 510): "it is objected that the stipulation with Dudley authorizing the erection of a second story for a hall, and a colonnade in front—the hall to be for the occasional use of the school, and with certain rights therein to the contractor—was not within the power of the district, and rendered its proceedings void. This also was a matter of expediency. If the district considered that a hall, or the occasional use of a hall, would be beneficial to the school, we think it was within their power to provide for it, as incidental to the general power to provide a schoolhouse."

"We cannot take into consideration whether the site of the house was a good one, or whether the contract was beneficial or judicious; these were questions for the consideration of the district, to be determined according to their view of their wants of a schoolhouse and its incidents, and are entirely within their jurisdiction. In the exercise of this power, they are confined strictly to the purpose for which the law vests them with it, that of building a schoolhouse for the district. If, under color of this corporate power of a school district, the inhabitants should vote to erect an expensive and ornamental building, with a view to improve the neighborhood, to enhance the value of real estate, to accommodate societies, lectures, dramatic exhibitions, or even to have a convenient place for religious meetings or public worship, or for any other use than that of a district school, it would not be within the legitimate authority of a school district; and any vote to levy a tax on the inhabitants, for such purpose, would be void."

The Use of Private Property for School Purposes.

In a Tennessee case, decided in 1897, it appears that a house and lot were held by trustees for school purposes and for religious meetings not interfering with the school. The school directors attempted to control the property, interfering with the trustees, who were properly carrying out the trust. The court said if the trustees were not properly carrying out the trust they could be compelled to do so, but the directors had no right to manage the building as public property. It was held contrary to law and public policy to invest public school funds in property for the joint purpose of school site and religious worship. "This, however, does not in our opinion," said the court, "prevent school directors, when necessary, from using a build-

ing of this character by permission of the trustees, nor from making any suitable arrangement, when necessary, for the rent and occupation of the building for the use of the public schools." (41 S. W. 1066.)

Use of Schoolhouse for Religious Purposes.

Schoolhouses cannot legally be used for sectarian or religious purposes in the absence of statute. This much at least is certain. In 1875 this rule was stated with irrefragability by the Supreme Court of Kansas, Judge Brewer, later a member of the Supreme Court of the United States, speaking for the court (22 Am. Rep. 268). Reviewing the application for an injunction of a resident taxpayer, Judge Brewer said:

"In short, he alleges that his building, erected by public funds for the purpose of a schoolhouse, is, by the order of the directors, used for a variety of purposes and gatherings wholly alien to schools and educational matters. It does not appear that this is done against the wishes or without the consent of a majority of the taxpayers and electors of the district, nor that the building is leased without receiving adequate rent. Indeed, the question, as it comes before us, may fairly be thus stated: May the majority of the taxpayers and electors in a school district, for other than school purposes, use or permit the use of the schoolhouse built with funds raised by taxation? The question is one which in view of the times, and the attacks made in so many places, and from so many different directions, upon our public-school system, justifies, as it has received at our hands, most serious consideration. We are fully aware of the fact, that all over the state the schoolhouse is, by general consent, or at least without active opposition, used for a variety of purposes other than the holding of public schools. Sabbath schools of separate religious denominations, church assemblies, sometimes political meetings, social gatherings, etc., are held there. Now none of these can be strictly considered among the purposes for which a public building can be erected, or taxation employed. But it often happens, particularly in our newer settlements, that there is no other public building than the schoolhouse—no place so convenient as that. The use for these purposes works little damage. It is used by the inhabitants of the district whose money has built it, and used for their profit or pleasure. Shall it be said that this is illegal? Doubtless, if all in the district are content, no question will ever be raised; and on the other hand, if a majority object, the use for such purposes will cease. It is only when the majority favor, and a minority object, that the courts are appealed to. That minority may be but a single individual, may be influenced by spite, or revenge, or any other unworthy motive, but what-

ever the motives which prompt the litigation the decision must be in harmony with the absolute right of all. It seems to us that upon well-settled principles the question must be answered in the negative. The public schoolhouse cannot be used for any private purposes. The argument is a short one. Taxation is invoked to raise funds to erect the building; but taxation is illegal to provide for any private purpose. Taxation will not lie to raise funds to build a place for a religious society, a political society, or a social club. What cannot be done directly, cannot be done indirectly. As you may not levy taxes to build a church, no more may you levy taxes to build a schoolhouse and then lease it for a church. Nor is it any answer to say that its use for school purposes is not interfered with, and that the use for the other purposes works little, perhaps no immediately-perceptible injury to the building, and results in the receipt of immediate pecuniary benefit. The extent of the injury or benefit is something into which courts will not inquire. The character of the use is the only legitimate question."

Statutes Affecting the Use of Schoolhouses.

Should a statute purport to enlarge the legal uses of schoolhouses, it becomes necessary to consider (1) the interpretation of the statute, and (2) the constitutionality of it.

In 1905 the Supreme Court of Indiana was called upon to interpret the following statute: "If a majority of the legal voters of any school district desire the use of the schoolhouse for other purposes than common schools, when unoccupied for common school purposes, the trustees shall, upon such application, authorize the director of such school district to permit the people to use the house for such purpose." The court held (73 N. E. 921) that the term "unoccupied for common school purposes" had reference only to the time intervening between terms of school, and did not authorize a religious organization to use a schoolhouse on Sundays and evenings during a school term, when the school was not actually in session. As Judge Wiley expressed it: "A schoolhouse is occupied for 'school purposes' from the time a school term opens until it closes, including school days, Saturdays, Sundays, and nights, in the same sense that a dwelling house is 'occupied' by a family as a domicile, even though all members of the family are temporarily absent."

According to the language of this Indiana statute, a schoolhouse may be used for religious purposes *between school terms*. Is such a statute constitutional? The Indiana Court did not decide, contenting itself by saying: "In this connection, without comment, we desire to call attention to an expression in Section 4, Art. 1, of the state constitution, as follows:

"No man shall be compelled to attend, erect, or support any place of worship, or to maintain any ministry, against his consent." It is fair to conclude that if the pleadings had required the court to pass upon this point it would have found the statute unconstitutional.

It is submitted that, according to the better reason and weight of authority, no statute, under the ordinary provisions of our state constitutions, can legally permit schoolhouses to be used for religious purposes (35 Cyc. 943). It is true that a few states, e. g., Illinois and Iowa, have upheld the validity of such statutes. Judge Sheldon has perhaps stated the reasons for the minority holding as well as possible. He says (93 Ill. 265, 34 Am. Rep. 163): "In what manner, from the holding of religious meetings in the schoolhouse, complainant is going to be compelled to aid in furnishing a house of worship and for holding religious meetings, as he complains in his bill, he does not show. We can only imagine that possibly, at some future time, he might as a taxpayer, be made to contribute to the expense of repairs rendered necessary from wear and use of the building in the holding of religious meetings. A single holding of a religious meeting in the schoolhouse might, in that way, cause damage to some degree to the building, upon the idea that continual dropping wears away stone, but the injury would be inappreciable. As respects any individual pecuniary expense which might be in this case involved, we think that consideration may be properly disposed of under the maxim *de minimis non curat lex*."

"Religion and religious worship are not so placed under the ban of the Constitution that they may not be allowed to become the recipient of any incidental benefit whatsoever from the state. That instrument itself contains a provision authorizing the legislature to exempt property used for religious purposes from taxation; and thereby, the same as is complained of here, there might be indirectly imposed upon the taxpayers the burden of increased taxation, and in that manner the indirect supporting of places of worship. In respect of the possibility of enhanced taxation, this provision of the constitution itself is even more obnoxious to objection than this permission given by the school directors to hold religious meetings in the schoolhouse."

The answer to the above argument may be tersely put: (1) Though a single religious meeting may inflict inappreciable injury only, yet this is injury; besides, regular meetings would cause greater deterioration, together with the unavoidable displacement, injury and loss of the private property of the pupils. But as

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Teachers of Billings, Mont., Starting on Inspection Trip of Irrigated Lands.

An excellent method of bringing home to the teachers of the city the local agricultural and commercial interests was adopted by the Chamber of Commerce of Billings, Mont., in September last. At the close of the school session the

teachers were taken in automobiles to see some of the irrigated ranches of the Yellowstone Valley where immense crops of alfalfa, grain and sugar beets were just being harvested. Many of the teachers had never seen irrigated farm

land. The experiment, according to the school authorities, has been remarkably successful in arousing among the teachers a pride in local progress and in relating the work of the schools to community interests.

NIGHT SCHOOLS

IN AN INDUSTRIAL COMMUNITY

By Supt. C. M. McDANIEL
Hammond, Ind.



It is conceded that our public school curricula are cast in too small a mold. However, the danger is that in this experimental stage thru which our schools are passing, we may attempt to hitch on and tie to so many of the "new" things educationally for fear of not being considered up-to-date that there may be wanting a concentration of effort, resulting in a waste of time and energy.

Nevertheless it is apparent that some provision should, must, be made to meet the needs of the foreign-born population and of the native-born, who have not completed the elementary schools, or who may desire some phases of industrial training.

The greater percentage of our foreign-born reach our shores with no knowledge of the English language and perverted and false notions of our form of government. This element is coming in such great waves as to cause us to conclude that the question is no longer what shall we do with them but eventually what will they do with us? This will depend very largely upon what we do for them.

Again, a good part of our great middle class upon which the perpetuity of our government must be determined, is made up in good part of the native-born who have been so unfortunate as not to be able to complete the elementary school. As a result their notions of life are more or less narrowed and if something is not done to better their condition and broaden their view we may have a recruiting station of large dimensions, from which may come numbers to swell the ranks of that class which is a menace to our democracy.

Whatever else we may hope to accomplish through education, we must prepare all classes for efficient citizenship if the hopes of the founders of our democracy are realized.

The Hammond Problem.

Hammond is an industrial community, with a population of 30,000. Its industries are varied, more so than that of any other city in the "Calumet" region (including Gary, East Chicago and Whiting). Consequently it offers a very attractive field to foreigners seeking fairly remunerative employment. The result is that more than sixty per cent of Hammond's population is foreign.

Not only to the foreign element does the opportunity for work appeal but also to those boys and girls in the grades who may become dissatisfied with their school environment or whose home environment may be very poor.

To aid both the foreign-born and native-born classes, I do not believe any other phase of school work will be so helpful as the night school, because thru it so many more people can be reached in a very practical way.

In projecting any scheme, its success or failure will depend somewhat upon the interest taken by the people you want to reach.

In handling the local situation, we have found it especially helpful to have printed upon cards and distributed, a tentative program of studies, giving the prospective students the opportunity

to indicate their preference, marking first, second, and third choice. The card used last year contained the following:

The board of Education is considering the advisability of organizing an efficient Night School. Would you attend a Night School?

Of the subjects below, mark your first choice 1; second choice 2; third choice 3.

On the vacant lines place some subject you feel should be taught in such a school.

These blanks must be filled and turned over to your manager, superintendent or proprietor, so that they may reach the office of Superintendent of Schools not later than the second Monday in April.

Respectfully,
(Signed) C. M. McDANIEL.

Your Name Address
Employed by Age

BOYS.

Mechanical Drawing .. Elementary Wood Work ..
Electric Wiring Commercial English
German French Spanish
Typewriting .. Shorthand .. Commercial Practice ..
Bookkeeping Commercial Arithmetic
Spelling Physical Training

GIRLS.

Sewing Cooking Millinery
Typewriting .. Shorthand .. Commercial Practice ..
Spelling Physical Training
Bookkeeping

A Suggestive Circular.

One criticism of this prospective program has been the lack of definite information in regard to the subjects offered. We have eliminated this criticism of night-school work by distributing the following circular:

Hammond Public Schools Night School.

The Hammond Free Public Night Schools will open Monday evening, September 29, 1913. All students should enroll Monday or Tuesday evenings, Sept. 29th and 30th. Classes will recite this year at 7:30 instead of 7:00. All instruction is free. To get the full benefit of the work, attendance should be regular.

The accommodations in Central School Buildings have been considerably improved by the removal of the elementary grades to the Jefferson Building. A new kitchen and dressmaking room have been added.

Classes will be conducted in the following subjects.

Bookkeeping.

A complete course in bookkeeping and accounting for beginners and advanced students.

Shorthand.

Beginning and advanced courses.

Typewriting.

Courses for beginners and advanced students. The touch system is used exclusively.

NOTE—Those who have not had a seventh grade education should not enroll in commercial courses. It is absolutely necessary for a stenographer to spell correctly and to distinguish between adverbs and adjectives, and for a bookkeeper to be accurate. If you have not had the equivalent of a seventh grade education, you should enroll in the Grade Review class and be prepared to study the commercial studies later.

Commercial Arithmetic.

The arithmetic necessary for success in business, rapid calculation, etc.

Commercial English.

Letter writing, business correspondence, etc.

Electric Engineering.

The class organized last year will continue and a beginning class will be opened. The beginning class will study Elements of Electricity, magnetism, static electricity, electric units, currents. The advanced class will begin the study of alternating current machinery.

Electric Wiring.

Elementary course consisting of the wiring of bells, annunciators, induction coils, lights, telephones, etc.

Woodworking.

Use of hand tools, making of tables, cabinets, bookcases, etc.

Mechanical Drawing.

Elementary courses for beginners, advanced courses in machine and architectural drafting.

Algebra.

For beginners.

Salesmanship.

A course in elementary salesmanship covering the principles of business efficiency.

Millinery.

Beginning and advanced classes. The advanced class will continue the work begun in the Spring.

Sewing.

Elementary course for beginners, consisting of the making of aprons, underwear, and simple house dresses.

Dressmaking.

For those who have completed the equivalent of the sewing course. Cutting, fitting, and sewing of wearing apparel.

Cooking.

Elementary and advanced.

English Language for Foreigners.

Grade Review.

A rapid review of the arithmetic, spelling and grammar of the common schools.

Course for Carpenters and Woodworkers.

This course will consist of blue print reading for carpenters, the steel square, house framing, roof construction, stair building, saw filing, and estimating. In these courses small structures will be set up to scale. Each process will be taught by an expert in that line.

Arts and Crafts.

Freehand drawing, design, stenciling, block-printing, leather work, etc.

Sociology.

A study of current conditions and problems of society and government. Discussions of Evolution, Growth of Population, Immigration, the Negro Problem, Poverty and Pauperism, Crime, etc. Monday evenings only.

Penmanship.

The muscular movement will be taught. This movement is especially helpful in rapid work.

Studies Which Appeal.

It may be a matter of interest to those engaged in the educational field to know the regular employment of those who attended during the school year 1912-1913. They were classified as follows:

Electricians	32
Machinists	8
Carpenters	23
Printers	4
Car builders	120
Factory employes	355
Salesmen	7
Sales girls	43
Railroad shops	6
General office work	75
Cigar maker	1
Bakers	3
Bricklayers	2
Mail carriers	2
Railroad offices	92
Reporters	5
Plasterer	1
Piano maker	4
Bookkeepers	9
Cement worker	1
Plumbers	3
Domestics	18
Hotel porter	1
Street car conductor	1
Ice man	1

Messenger	1
Patternmaker	1
Dentist	1
Tailors	3
Unemployed	93
Unclassified	15

Total..... 931

These students made their selection from the following subjects:

Elementary woodwork
Cabinet making
Domestic science
Domestic art
Millinery
Dressmaking
Bookkeeping
Typewriting
Shorthand
Business English
Business arithmetic
Penmanship
Spelling
Theory and practice of electricity
Physical training
Shop mathematics
Mechanical drawing
German
Physical training
Classes for foreigners
A room for ungraded pupils.

The largest enrollment in any one department was in shorthand for which 140 enrolled. The reason generally given for taking shorthand was the greater opportunity it would give for advancement in office work. However, many of these pupils found that the difficulties of the work were too great on account of want of a better grade preparation.

Just here it must be emphasized that we should guard against pupils taking subjects in advance of their ability. Great care must be taken in making assignment of studies or the object of the night school may be partially defeated by an unfortunate classification. It is much better to show these pupils the inadequacy of their preparation and assign them such subjects as may finally prepare them for their preference.

While in the case of the shorthand department some became discouraged and quit, many persisted until the close of the year. What is especially gratifying, fifteen continued the sub-

ject during the hot vacation days, paying their teacher a nominal fee for her time. A few of this number as a result of their work are receiving \$65 per month.

Night School and Teacher.

In the night school is found an excellent opportunity to learn why so many pupils quit the day school. It is true that in many instances the pupils long since learned that their grievances were more imaginary than real. At the same time many had some very valid reasons for leaving school, many of these relating to a want of helpfulness and sympathy upon the part of the teacher.

It may not be amiss to digress long enough to give emphasis to the place of the teacher in education. We may attempt every good plan that has been initiated—industrial education, agricultural education, vocational direction, etc., but the real success of the school in its final analysis must rest with the teacher, highly trained in her art, in sympathy not only with her work but also with her boys and girls. If there is such a thing as a panacea for the conservation of boys and girls, it must be found in the teacher. Nothing will bring the new educational tendencies into ill repute more quickly than poor teaching. Garfield's definition of a university is just as true now as at the time of the original statement.

It must remain a regret that there will be found always with us a few individuals whose disposition and personality are such as not to hold boys and girls in school. Let us be thankful that the number is appreciably less.

The Principal.

The success of a night school will also depend very largely upon the competency of the principal, who should be held responsible for its success or failure. It is a serious mistake to turn over this work to one whose hours during the day are taken up and whose energy is largely consumed by the many trying problems of his regular position. It may be safely stated that in many instances failure is due to the principal acting in this dual capacity. He regards his night work as an incident and he

does not feel that his work as an educator will be seriously affected by the results whatever they may be.

Even more than in the day school must the principal of the night school be a man of alertness, of poise, of tact, who is in sympathy not only with his work, but who is in close touch and sympathy with the pupils, and who will at all times give freely of his time for the purpose of encouraging and helping the discouraged, do everything possible to hold the pupils in regular attendance and kindle some of the same spirit in the teachers, for the close organization of the day school has no place in the night school problem.

Spirit of Hammond Night Schools.

Earnestness on the part of all students was very evident. The classes of foreigners were particularly interested, due largely to their desire to learn the English language. The pupils in the ungraded room were also very anxious in regard to the outcome of their work. Here boys and girls, young men and young women from the fourth grade to the seventh, were assigned.

To aid the few who did not have employment and to aid those seeking better positions an employment bureau was organized and placed under the direction of the principal of the night school. The work of the bureau was very effective. Through the aid of the bureau one department reported "that five girls have received better positions. Two factory girls have been placed in the office. One working by day and one unemployed have been given work in a factory at good wages." This might be taken as a fairly representative report by the heads of the different departments.

There was no tuition charge for students of any age and this, no doubt, accounted for a very large enrollment of that number who had passed the thirty mark. The only cost in any department was for material used in domestic science, domestic art, dressmaking, millinery and in woodworking.

The teachers were paid at the rate of \$1.00 per hour and in the case of day teachers no one was permitted to work on two successive evenings. Salaries for janitors and teachers were a little short of \$7,000, making the per capita cost less than that in any department of the day school—the session running from the first Monday evening in October to the second Friday evening in May.

Worth of Night Schools.

Just before closing the night school for the year, a brief circular was addressed to the teachers for the purpose of getting their attitude toward some of its phases, and particularly in regard to their notion of the worth of such a school. The last item on the circular asked for an expression of opinion in regard to the advisability of maintaining the night school as a part of the public school system. Perhaps the best response came from the head of the dress-making department, which was as follows:

1st. It keeps girls off the streets by providing a suitable and interesting occupation.

2nd. It arouses ambition when girls realize that really artistic things are within their reach.

3rd. It is the only way for many clerks, for girls doing housework, or otherwise employed during the day, to obtain a practical education. Many girls could not otherwise afford it, either from the standpoint of money or time, for they have to support themselves entirely, and in many cases contribute to the support of the family.

4th. It opens up legitimate fields of amusement to the working girl when she finds she can clothe herself suitably for any occasion with comparatively small expense.

It might be said for this department that many of the girls enrolled, who had no previous

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WHERE CHICAGO HANDLES ITS SCHOOL SUPPLIES.

New Shop and Warehouse of the Board of Education in which furniture is manufactured and repaired and from which all supplies and books are distributed.

SCHOOL SAVINGS BANKS AND THRIFT

BANKERS AS EDUCATORS

By E. G. McWILLIAM, Secretary Savings Bank Section, American Bankers' Association

In these days when money-trust bugaboos, interlocking directorates and currency reform plans are causing hemorrhages of the emotions to a large number of well meaning people, whose misdirected efforts have availed nothing toward the betterment of these ills, whether real or imaginary, the popular conception of a banker is more likely to be that of a gentleman with horns and a cloven hoof rather than an educator or one actuated in the slightest degree by good motives. The "popular mind" overlooks the fact that great combinations of capital have made possible our marvelous industrial development and neglects to consider what might have been, for instance, had any less master mind than J. P. Morgan been at the helm during the panic of 1907. The "popular mind" also overlooks what the banker has done and is doing along educational lines.

Realizing that unless something were done we would speedily become debtor to the rest of the world for foodstuffs instead of creditor, it was the bankers who set about the education of the agriculturist in increasing not merely production, but also his general efficiency as a business man. And within the past year, recognizing that extravagance has become a curse to our country, the Savings Bank Section of the American Bankers' Association has instituted a campaign of education in Thrift among the people thruout the United States.

The Banker Unselfish.

Immediately some will say, "Of course,—the bankers see some money getting away from them. They can afford to be benevolent. It's business for them." There may be some bankers who merit such criticism and there may be some who criticise who are unfortunate enough to enjoy the acquaintance only of those bankers. But to those who have been privileged to know bankers from one end of this broad land to the other, the secret of these movements lies not in that the majority of bankers are entirely selfish, but that they are as a whole the most patriotic, farseeing, broadminded body of men to be found, upon whom the country has learned to rely for economic progress. It was natural that they should first foresee these dangers to our economic being and set about to obviate them, and if in improving the business of agriculture and the general thrift of the country the bankers also share in the general prosperity, who is there who would detract from their credit for having begun the work?

The results of agricultural education are already becoming apparent, and many a farmer will contribute his share toward reducing the high cost of living, while at the same time bettering his own scale of living, because of this education. But when engineers attempt to tunnel a mountain they do not work from one side only. By accurate calculation they are enabled to simultaneously begin at each end of the proposed tunnel and gradually work toward each other until they meet in the center, and the work is completed. So the bankers, besides the agricultural work, are seeking the aid of educators thruout the United States in inculcating habits of thrift in the boys and girls of our schools, not because it means immediate return to them in money, for it does not; but because they feel that to the fact that the education of the present generation in such matters was neglected, is due our present extravagant tendencies.

Combatting Extravagance.

Much has been written and said to prove our appalling extravagance as a nation, and further discussion of it is unnecessary. One has only

to look about him to be convinced that it exists. It is for us now to do what we may to remedy the matter, and while in our campaign we have adopted three principal methods of procedure, namely, the school savings system, lectures by bank men to the people, and thrift talks for weekly publication in newspapers, bankers agree that the first is the most important and the one from which most lasting results may be expected.

However, most bankers are poor educators, and they realize that in order to scientifically apply what they conceive to be a practical suggestion,—the school savings system,—it must possess a distinct educational value, and to insure success there must be absolute co-operation between the school authorities and the bankers. That the school savings system has an educational value besides teaching thrift, is the unanimous verdict of educators who have given the matter real study, and no better testimony is needed than that of James J. Reynolds, Principal of Public School 122, Brooklyn, New York City, who recently said:

A Schoolman's Opinion.

"By actually using business forms, and by being compelled to follow all the regulations enforced in any well conducted bank, the children are learning business operations by actually participating in them. They obtain lessons in accuracy and carefulness by doing things which require accuracy and care. If a check is not made out properly, it is handed back without comment; if a deposit slip is wrong, it must be filled out again; if a pass-book is lost, a certain form must be filled out, the book advertised, and payment made for a new one. The boys and girls who manage the bank are gaining power in accuracy and skill in handling figures, and a greater understanding of simple fundamental problems than they could possibly get thru the study of a dozen textbooks. A feeling of responsibility is awakened. This was well shown when a little girl, an officer of the bank, said she would not loan \$100 to a teacher unless the teacher deposited security to protect the loan. We find that the bank helps our arithme-

tic work to a considerable extent. The pupils now have some motive for their work. The cause of much of the poor work done in the schools is just this lack of any real motive on the part of the pupil of mastering the subject matter. The pupil sees no reason for learning bank discount, and if he learns it, he does so simply because the teacher forces it on him.

"We have found that our problems based on actual bank figures gave us a basis for lively, interesting arithmetical drill work, which before was often dead, meaningless, manipulation. We found also that we have trained a set of boys and girls who are on the road to become efficient clerks."

The School Savings Old.

The school-savings banks have not yet received in this country the attention that is their due, the idea itself is not a new one. In 1834 a system of school savings was instituted in France by M. du Lac, a school principal of LeMans. From this the idea spread until now we find the plan in operation in most of the countries of Europe. It has made its way to China and Japan, and may be found in countries as widely separated as Australia, Hawaii and Porto Rico.

In the United States an effort was made to introduce the system as early as 1876, but it was not until 1885 that it received active encouragement. The new start it then received was due to the efforts of the late Mr. J. H. Thiry, of Long Island City, New York, to whom is largely due the credit for much of the success of the movement in this country. And that it is gradually coming to be recognized as a factor both educational and economic is evidenced by the fact that it is in successful operation in over one hundred cities and towns of the United States among which may be mentioned New York, Pittsburgh, Kansas City, Minneapolis, Spokane and San Francisco, and has been especially legalized by the legislatures of New York, Massachusetts, New Jersey, Minnesota and California.

Professor William A. McKeever of the Kansas State Agricultural College says: "The whole fabric of our moral life is thoroly interwoven with our ideas about money and its purposes and uses; and yet we are doing little or nothing of a systematic character, either in school or out, to instruct growing children in reference to this very important matter * * * The boy may go thru school ranking high in his textbook work and yet have little or no instruction in these practical matters of equal importance. It is certainly somebody's business to impart this knowledge, and unless it is done, this same 'smart boy' may be woefully lacking in what we may call money sense." If therefore, the educators and the bankers are agreed that the school savings system possesses an educational value and is a desirable thing to introduce into the schools, the next step is its practical application, and there the banker should be of some assistance.

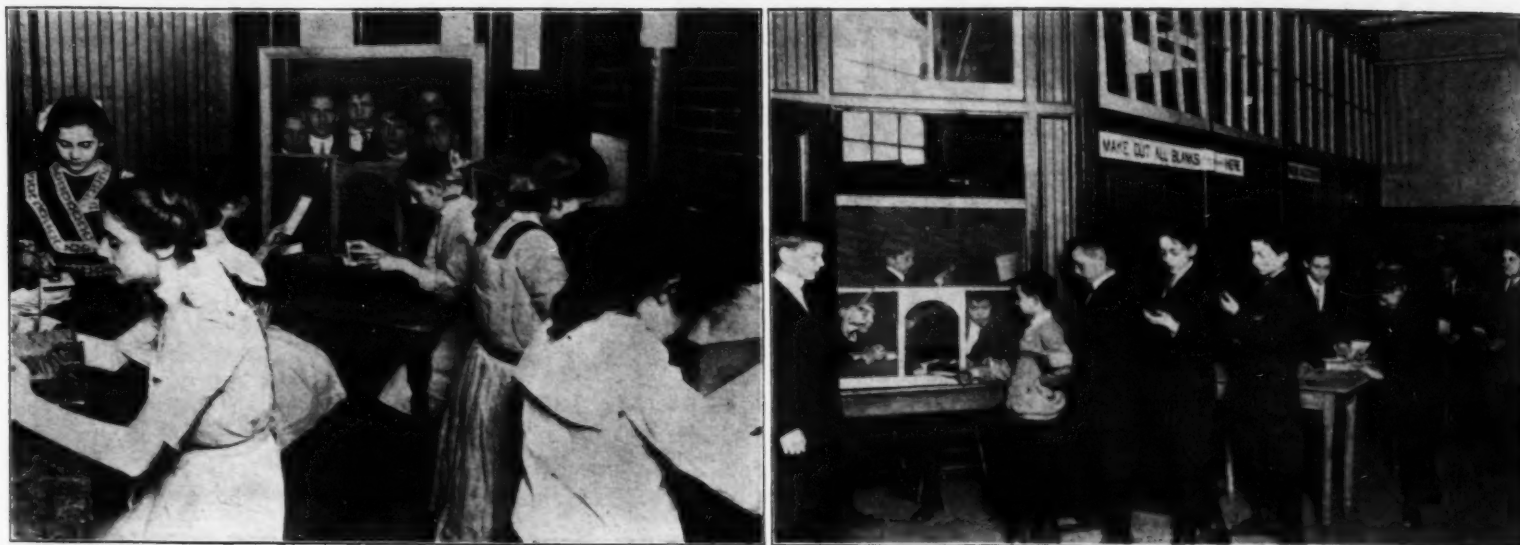
Objections to School Banks.

The principal objections that have been raised to the school savings system, where any have been suggested, are (1) that it will add to the labor of the teachers, (2) that it will take from the pupils' time in the class room, (3) that it is apt to make poor children feel their position more keenly, and tempt them to dishonesty by creating rivalry among the children in saving, and (4) that school boards lay themselves open to the charge of favoring some special financial institution in the matter of choosing a deposi-



MRS. SARAH OBERHOLTZER.
Philadelphia, Pa.

Mrs. Oberholtzer is the acknowledged leader of the School Savings Banks movement in the United States. For many years she has lectured and written on the teaching of thrift in the schools and has influenced the establishment of school banks in all parts of the United States. Since the death of John H. Thiry she has collected the yearly statistics of school bank operations and has also published an inspirational monthly leaflet "Thrift Tidings" and has issued pamphlets of information on the institution and conduct of school savings banks.



SCHOOL SAVINGS BANK, PUBLIC SCHOOL 122,
Brooklyn, New York City.

tory for the funds collected thru a school-savings bank. All of which are good and valid objections, and in approaching the matter some system of practical operation must be adopted which will entirely obviate any possibility of any of the contingencies alluded to, arising.

That this is possible is best illustrated by the system in use in Public School No. 122, Borough of Brooklyn, New York City, of which the Mr. Reynolds quoted above, is principal. There are a number of other systems in successful operation in various sections of the country, all of which have been adopted to meet the particular local conditions of the community and of which those of the community to be operated in are better able to judge than others, but for those cities where the above objections are raised, the system used in this Brooklyn school is strongly recommended.

A Practical Bank.

The detail of this system is handled entirely by the pupils. For the boys, eight bright boys from the 7A grade up, that is, boys from twelve to fifteen years of age, are employed as clerks, under direction of one of the male teachers known as treasurer of the school bank. Girls are used in the same capacity for the girls. With the exception of the treasurer, the bank has a full corps of officers chosen from among the children, who consider it a high honor to become an officer of the bank.

On Monday, Wednesday and Friday mornings from 8:30 to 9 o'clock the bank is open for business. Deposits of five cents or multiples thereof are received. When an account is opened, the depositor fills out a signature card in duplicate, in order that same may be filed numerically and alphabetically. The depositor is also required to make out a deposit slip and is given a pass card, which is also made out in duplicate, one being retained by the "bank." The card is printed in multiples of five cents both for deposits and drafts. When a deposit or draft is made, one card is placed over the other and the amount punched out, by which an indisputable duplicate record is obtained. The deposit slip is then passed to a boy who records the transaction in a day-book, and then to another boy who posts it upon the ledger card.

Bank Rules Observed.

The same procedure is followed in the case of withdrawals. A notice of withdrawal is required, and consent of parents required upon all withdrawals larger than twenty-five cents. The depositor makes out his own checks. When an account is closed, a receipt in full is taken, and when an account becomes inactive, a notice is sent to the depositor. If pass card is lost a notice must be filed and a fee of five cents is charged for a new card.

At end of "day's" business, balances on ledger

cards and duplicate upon pass cards upon which transactions have occurred are compared and must agree, and cash is balanced with day-book.

The money of the school bank is deposited with a regular savings bank in name of the school, subject to withdrawal by the teacher in charge (the treasurer), and when the amount to credit of any individual reaches five dollars, it is taken out of the school bank and a pass-book is issued by the regular bank. No interest is paid by the school bank.

While in this school only multiples of five cents are received, cards might be printed consecutively from one cent to one dollar and the same general result obtained.

By this system the teachers are not bothered with any of the detail; the children make their deposits or withdrawals before school hours, and as a separate room is used for the "bank" no child is made to feel conspicuous by inability to deposit. In this case the principal chose the depository bank according to convenience to the school, and in large cities it is suggested that this method be adopted. In small towns the deposits may be divided equitably among the banks if necessary, although from standpoint of amount they would hardly be worth contending for. Thus it would seem that the most serious objections to the school savings system have been overcome by this Brooklyn method.

The Matter of Expense.

The matter of expense sometimes inserts itself as a stumbling block in the path of the school savings system. Who shall bear the expense, the banks or the boards of education? In this Brooklyn school acting independently the expense is defrayed from the proceeds of a school paper and an athletic meet which net about fifty dollars per annum, and is more than enough for the purpose, as the forms are few in number and inexpensive. In some instances the banks of a town have cared for the expense, in others the school authorities, so that it would seem that such a small matter might easily be adjusted in any community. However, in small towns in consideration of the general good to be accomplished the banks might pool a portion of their advertising appropriation for such a purpose. In no other way can they get such a practical advertisement as thru having hundreds of children talking about them; and that is the only argument to be used if bankers are slow to co-operate with the school boards in this matter because they "do not care to bother with it," for there certainly is no money in it for a bank. If on the other hand bankers can be made to realize the tremendous advertising value of the school savings system and the future business it means, there certainly will be no lack of co-operation upon their part.

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THE CHILD IN MUSIC

By MRS. FRANCES E. CLARK, Camden, N. J.

There is no subject more vital than the education of the children and youth of our land. In such education, no phase is more interesting at the present time than the standing of the so-called cultural studies.

So much attention has been given recently to industrial and manual subjects, that educators everywhere are now sounding a warning against too much of the utilitarian in education, to the serious minimizing of the cultural.

Of all the cultural studies, music, next to reading, is most valuable, and useful. Music has come to be recognized as a real force in the education of the child. It is no longer necessary to plead for its recognition; its place in education is conceded—but great interest is manifested in the manner in which it is to be presented.

In all teaching there are three factors,—the instructor, the subject matter and the recipient, or learner. In music teaching, we have in times past given much consideration to the teacher; still more to the second, the material; and until recently very little to the third, and greatest

factor, the child. The Great Teacher pointed the way when "He took a little child and sat him in the midst of them", so today we are trying to consider the child and his development, rather than courses of study or the fads and fancies of the teacher.

Music a Language.

Music is a language, and like language must be learned by hearing. A child hears language all about him from birth. When the organs of speech have grown sufficiently strong the child begins to talk, using at first the words of most significance of physical life, family relations and environments. Speech develops rapidly, until at four he has a vocabulary of perhaps five hundred words picked up by simply hearing them used in connection with his experience. The music sense awakens later than the language sense, ordinarily at three and a half or four, in musical environment oftentimes at two.

If the child may hear music all about him exactly as he has heard language, he will come to know music and use it in some way to express

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The Teacher from the Administrative Point of View

By Supt. L. E. AMIDON, Iron Mountain, Mich.

A good teacher must be a person who has (1) good character and deportment, (2) a pleasing personality, (3) good health, (4) a thorough knowledge of the subjects to be taught, (5) skill in imparting this knowledge to others, and (6) ability to control pupils in his charge. This is the kind of a teacher the patrons of a school want, and it is, also, the kind of a teacher the administrator of a school system wants. I take it, however, that I am to discuss those points in a good teacher that appeal to a superintendent and which are not generally taken account of by outsiders, and I shall confine myself to these extras desired by the administrator.

Teachers and Contracts.

In the first place, a superintendent likes a teacher who will stick to her contract or to her agreement if she has made no formal contract. A considerable number of the teaching body who are otherwise good teachers seemingly have no feeling of responsibility regarding agreements. This is especially true of women, though men are not infrequently thus irresponsible. Possibly in the case of the former it is due to the fact that women, as a rule, are not so familiar with business matters as are men. You have all no doubt heard of the woman who when notified by the teller of a bank that she had overdrawn her account, thanked him and wrote out a check on the same bank for the deficit. And I have had several experiences with school librarians and others who had the spending of money, and who were seemingly not able to comprehend the simple fact that if a dollar should be spent for one thing it would not be available for something else.

Whatever the cause, it is without question that many women hold a contract very lightly, and make life miserable for superintendents late in the spring and summer by withdrawing unexpectedly to take a five-dollar increase elsewhere. A few years ago I had a teacher—a good one who had been with us several years—telegram me three days before the opening of school, resigning to accept elsewhere. The following morning I received a special delivery letter from her asking me not to consider the resignation final until she had heard from the other place and was sure of her election there. If the board should do a similar act you could imagine the teacher's indignation and a suit for heavy damages would probably be started forthwith.

I do not know how the matter can be best remedied. Personally, I refuse to recommend a teacher who has broken her contract, but as she has already located before she withdraws, my method is not very effective. I think the state board of education has the remedy if it would only use it. If on proof of the breaking of a contract it would promptly revoke the teacher's certificate, a standard would soon be established that would effectively stop the practice except in the cases of those resigning to be married. In that case, the law ought to make the new husband liable for the damages.

Criticism of Teachers.

A superintendent likes to deal with a teacher who takes suggestions kindly. Now I am willing to admit that superintendents are not infallible, and that there are many things they do not know. But, nevertheless, it seems reasonable that a superintendent who has been many years in the work—and most of them have before they secure administrative posts—ought to be a pretty fair judge of a teacher's work. He has constant opportunities to compare a teacher with others doing similar work, and he must be dull, indeed, if he does not develop

skill in discriminating good work from bad work.

There are about five classes of teachers in their attitude toward criticism (1) those who are dull and do not seem to realize the force of the criticism, (2) those who understand but are indifferent and do not care, (3) those who begin to weep and wish to hand in their resignations at once, (4) those who flare up and state that they have known all along that the superintendent *had it in* for them and was unwilling to give them a square deal, and (5) those who take the suggestions kindly and immediately set about to improve along the lines criticised. You can easily judge which class of teachers the superintendent prefers to deal with. And, really, it means a great deal to the superintendent. His life is full of small annoyances and he has troubles enough without his teachers adding to them.

Outside School Activities.

In olden days the outside activities of a school were limited almost wholly to an occasional spelling match with a neighboring school. In modern days it seems that these outside activities nearly equal and at times exceed the activities of the schoolroom. Debates, oratoricals, literary societies, plays, parties, athletics, seem here to stay. Most, if not all, of these seem desirable, yet if the pupils are left to themselves in arranging and carrying out these affairs, not infrequently a very considerable harm is done. It is the usual opinion of schoolmen that these activities need oversight and control. But work along these lines is usually not specified in a contract and by law a teacher is not required to engage in them. If this extra work devolves wholly on the principal or superintendent the burden is a heavy one. Aid from teachers is always welcome. A teacher who is willing and effective in this kind of work is always appreciated by those in charge of the administration and really worth very much more to the school and the community than a teacher equally as strong in the schoolroom who is unwilling to help out in this kind of work.

Other things being equal, a superintendent likes a teacher best who is careful in carrying out instructions. Many teachers are extremely negligent in carrying out orders, or at least in carrying them out as ordered. Earlier in my career I thought neglect to carry out instructions a matter of stubbornness on the part of teachers, but now I am convinced that in nine cases out of ten at least, it is due to a lack of comprehension of just what is wanted. Using Herbartian terms, the teacher perceives but does not apperceive.

Carelessness in Obeying Orders.

Annually for a long time, at the opening of school, I have had teachers write their names and addresses on cards for filing. I request that the surname be written first, and as the cards are to go in a catalog case that the writing be such that the hole in the card will be at the bottom. Even in so simple a matter as this I always find about ten per cent who either get the given name first or the hole at the top, even tho I repeat the instructions two or three times. This is typical of many of the annoyances of an administrator's life. If you ask for a list of pupils arranged alphabetically, a few neglect to so arrange them. If you wish the boys and girls on separate sheets a few will put them together. If you wish the report on a particular kind of paper a few will come in on other kinds of paper. If you request the report by Tuesday a few will not get it in until Wednesday.

Thus it is with the whole line of administrative work. A certain percentage is not done ac-

cording to instructions merely thru carelessness and inattention. The instructions were not fully comprehended and this, too, not infrequently by teachers who are first-class under the popular description of a good teacher. But these constant errors are irritating to a superintendent as he usually has about all he can do without stopping to correct them. There is but little wonder that he places a relatively high estimate on the carrying out of his instructions and on accuracy and promptness in making reports.

The Teacher and Initiative.

A superintendent greatly prefers a teacher with a reasonable degree of initiative. There can, of course, be too much initiative. No one wants a teacher who will select her textbooks, originate a course of study, determine the school hours. These and a great many other things are fixed by the rules of the school board and regulations of administrative officers. These should be obeyed to the letter. But these rules do not cover the whole of school life by any means. There are hundreds of things coming up daily, of which no mention is made in the rules, and which depend upon the teacher alone. Here comes opportunity for the play of the teacher's initiative. And what a difference there is in teachers in this respect! Some are utterly helpless waiting for orders; others are bright and active, constantly inventing ways and means of doing this or that. Every superintendent is constantly dealing with the types of the extremes and the variations between. I have no doubt that in many instances the administrator himself is partly to blame for this condition of affairs. He may be so dictatorial in small affairs that his teachers may become afraid to make a move for fear of his displeasure. You may have read of the New York woman who, on starting on her visit to San Francisco, gave her husband such minute instructions about watering the plants that on her arrival in San Francisco, she found a telegram from him which said: "Watered plants as directed. They are dry again. Wire instructions." But most superintendents, I have faith to believe, are not sinners in this respect, but welcome a teacher of snap and life who is wide awake to the situation and who is not continually asking his advice on every trivial matter.

The use of initiative frequently involves the question of ways and means. It frequently requires the teacher to make a small outlay or a personal sacrifice. All superintendents have had to deal with teachers who are unwilling to furnish as much as a pin, but look to the school authorities for everything. Fifty cents or a dollar might enable the teacher to make her room attractive, or to carry out some desirable plan. A teacher who expects to do her best should have her own equipment as well as a carpenter. Of course, the school should provide liberally, but no wide-awake teacher should rest until she herself has a supplementary equipment. It is money well spent and returns a high rate of interest on the investment. Superintendents appreciate this attitude on the part of teachers and school boards usually reward it.

Common Sense in the Teacher.

Lastly a superintendent likes a teacher who is an optimist with good judgment. I say with good judgment for I have known optimists without any judgment whatever. Now this combination of qualities is inferred when we say a young woman has a pleasing personality and is a good instructor and disciplinarian. A pessimist can hardly be of pleasing personality and a person of poor judgment can hardly be effective as an instructor or disciplinarian. But

Sanitary Conditions in School Building Sites

By WM. H. BRAINERD, Architect, Boston, Mass.

The essential Sanitary Problems of a school are:

First. To provide a place for instruction, where it may be given with the minimum of fatigue and strain for pupils and teachers.

Second. To provide hygienic conditions for the necessary accessories, such as corridors, toilets, playrooms and playgrounds.

The question to be discussed here is how these problems are affected by the site. I have chosen to treat this question under the following heads, arranged as nearly as possible in the order of their importance: 1. Exposure to light. 2. Surroundings. 3. Space. 4. Access. 5. Proper conditions of soil.

While this arrangement of subjects is based on relative importance for an ideal site, it is by no means certain that they will have the same relation of importance in the selection of an actual site. Good space and access may well outweigh a slight advantage in surroundings.

Exposure to Light.

The primary purpose of a school building is to provide a place where teaching may be done. Our concern in the matter is that the effort necessary to impart and receive instruction shall none of it be wasted in overcoming adverse conditions which can be avoided by reasonable forethought. Leaving out the consideration of schools for the blind, which are so few in number as to be negligible, all instruction is dependent on the use of the eyes. To make satisfactory use of these organs we must have light and that sufficient, both in quantity and quality. This is true in all grades, from the work with charts in primary classes to the blackboard exercises in geometry, or the reading of German and Greek texts in the high school. This condition is equally essential for the clear demonstration and execution of exact work in mechanical

instruction or domestic science. All these operations require light, in large amount and without glare, in order to avoid nervous strain and fatigue.

This is the primary demand of a room for instruction. There are also secondary uses for light. There is nothing that will so sweeten and vivify the air of a classroom or workroom as sunshine, even though it be for a small portion of the day, and this secondary use of light with sunshine is as desirable for the corridors, playrooms, toilets and such necessary accessories in a school building as for the classrooms. But it is true that the last mentioned have the first claim to such light, because they are used for a larger portion of the school period than are the accessories. Expressed in terms of site, this means that the ideal location should have light on all sides.

As I have said before, the light must be in abundance, but we must consider the use of the individual room before we assign to it a specific exposure. Sunlight sometimes during the day is desirable for all the instruction rooms, but if it continues too long in them it may occasion such a glare as to be as bad as none at all. The nervous strain which it causes upon the eyes may more than offset its cleansing effect in the room. A flood of westerly sunshine which is helpful in a corridor or stairway may be distressing in a classroom.

Our investigation and experience lead us to select exposures for classrooms in the following order of preference: first, easterly; second, southerly; third, westerly. If the building contains few classrooms, the exact shape of the lot is not essential, since we can generally obtain suitable exposures with a little study. For large buildings, a site admitting of the major axis running north and south, or, better still, north-

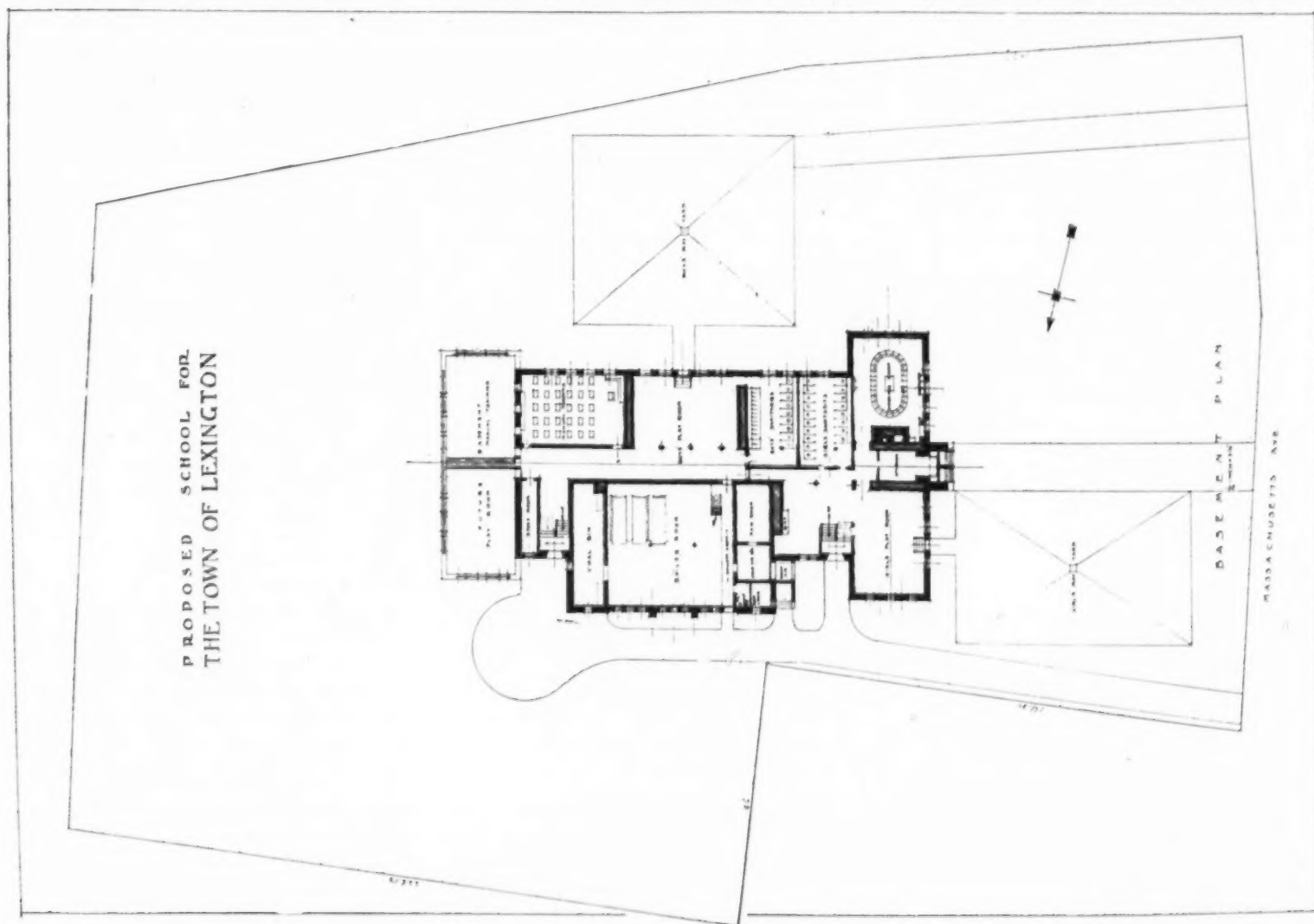
east and southwest, is desirable, assigning to the classrooms the easterly and southerly exposures, while assembly hall, stairways and other accessories, are given westerly and northerly exposures.

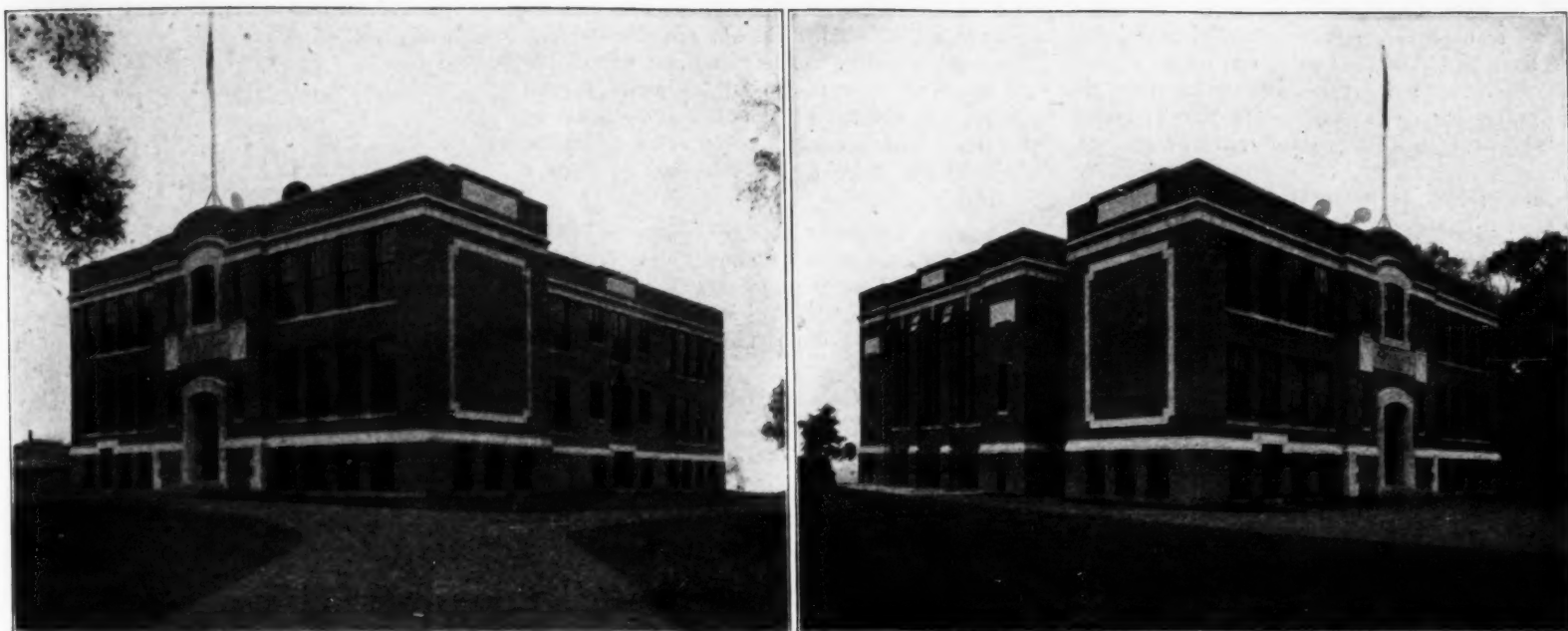
In selecting a site in a crowded city, sometimes every consideration but light for the classrooms has to be waived. One notices in the buildings for the borough of Manhattan in New York City, so excellently planned by Mr. Snyder, that while he does most thoroly light his classrooms, apparently little attention can be paid to the location of the rooms in relation to the points of the compass, because of the restricted choice in sites available in the city. To get light for all accessories, he is obliged to make shift as best he can. However, these difficulties due to restricted sites do not seem to prevail in this country anywhere outside of New York City.

We have not alluded to exposure necessary for circulation of air, since the conditions which we consider necessary to provide proper light are sufficient to ensure a proper quantity of air. The quality will be determined by the surroundings.

Surroundings.

The requirements that surroundings should enhance, not detract—that they should be neither noisy nor noisome—is axiomatic. That a boiler shop or the smoking chimney of a power house are undesirable neighbors, no one will question. The value of many a site in town or country which was excellent when selected has been impaired in these later days by the noise arising from electric cars or the constant stream of automobiles on some great thoroughfare. Railroad and freight yards, too, are not desirable neighbors. And even in the peaceful country, the noises from a farmyard may not add to





TWO VIEWS OF THE ADAMS SCHOOL, EAST LEXINGTON, MASS.
Brainerd & Leeds, Architects, Boston, Mass.

studious quiet. The brook and water garden which have been the pride of some old private estate do not necessarily add to its value as a site for a high school.

All these, however, are negative considerations. There are other matters to be considered on the positive side. Hills or trees, which shelter the site from prevailing cold winds, are desirable. I recall with a shiver that old building located in one of the highest points of a wind-swept western prairie, and, besides this, raised on a mound, with its entrance of many steps exposed to the full fury of the northwest blasts, to which I used to struggle on cold winter mornings to receive instruction; and how, many times the girls of the class were almost blown from their feet because of the force of the wind. The strain, both physical and nervous, caused by such a condition, can better be imagined than described. In revisiting the school during the past year I was pleased to notice that by the growth of trees, the wise placing of other buildings, and the shifting of the entrance to the southerly side, access to the building has been made reasonable, even in extreme weather.

Beauty of outlook whereon the eye may rest is also one of the positive qualities, and should be sought for its hygienic value in quieting and stimulating the mind.

The surroundings in their effect on the architectural effect of the building should be carefully considered. Much may be added to the beauty of a building by an appropriate setting, and this beauty is a real asset, being constantly

before the pupils to add to their joy and pride in *their work and their building* and to foster the civic pride of the whole community. The appreciation that is being shown for beauty, and the efforts made to attain it, in all that concerns a building, is one of the hopeful signs of the times.

Space.

"Space" for a school building must first provide for the actual ground area of the building and its necessities of light. To refer again to the borough of Manhattan in New York City, these absolute necessities seem to be all that can be obtained for the grade schools; and to obtain even these they are obliged to construct buildings four to six stories in height. Under such conditions one must be content with the bare necessities and endure the added strain caused by the extra stairs and cramped playgrounds.

In the average urban school district, grade school classrooms will be provided in two stories. In such a case the area occupied by the building should not exceed twice the net area of the largest number of classrooms in either story.

In the greater part of this country, costs for construction and for heating prevent the use of one-story buildings. California, however, seems to find them feasible; these should provide ideal conditions for ease of access and for quiet during hours of instruction.

For school accessories, the first requirement is for playgrounds. School authorities in England, Germany and America agree that from 30

to 50 square feet per pupil should be provided for this purpose.

If these playgrounds can be protected by the building, or placed on the southerly slope of a sheltering hill, it will materially add to their usefulness in northern latitudes, during winter.

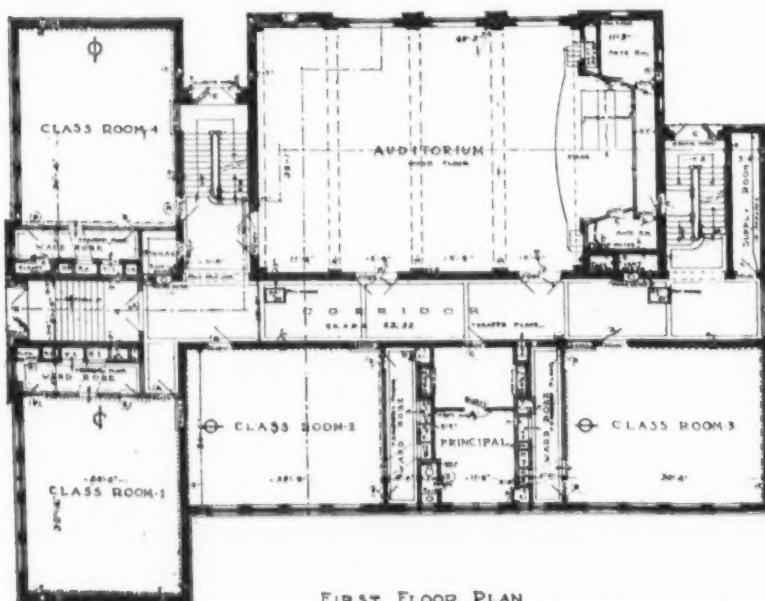
Other needs that arise in connection with the individual school should be kept in mind. Athletic fields, school gardens, and even larger spaces for practical instruction in horticulture and agriculture are sometimes desirable, especially for rural schools. All these have hygienic value in so far as they add to the ease and pleasure of instruction.

In cities and towns, municipal parks and fields may provide all the space needed for these accessories, particularly if the school site can be placed adjacent to them.

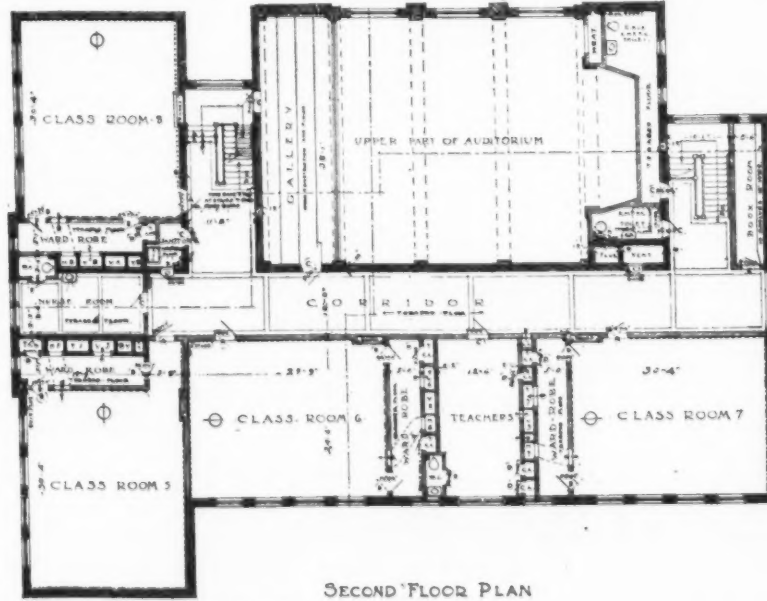
Accessibility to Site.

That the ideal site should, for ease of access, be central to the district served, will be granted by all; but it is harder to get agreement on what is the meaning of central in this connection.

We have seen a rural schoolhouse on our central western prairies carefully located at the crossing of two roads which provided equal access, measuring in feet and inches, from the extreme limits of the school district; but the roads were minor ones, frequently unbroken in winter, and the site itself, while ample in size, had a northerly slope, down to a marsh. In such a case, the *central location* by feet and inches is not central for attendance, and has been gotten at the expense of hygienic conditions.



FIRST FLOOR PLAN



SECOND FLOOR PLAN

PLANS OF THE ADAMS SCHOOL, EAST LEXINGTON, MASS.

Many times the question of central location is one of transportation rather than of geography. We have had this fixed in our mind by experience in New England country towns where the convenience of trolley service frequently makes a site central in spite of geographical considerations.

Care should be taken that the site is not located directly contiguous to trolley lines or main automobile thoroughfares, where the children in their play may thoughtlessly rush into danger.

Conditions of Soil.

These must be such as will provide a dry basement and playgrounds. While moisture is needed in the air supplied for ventilation, this moisture should come from a source where purity is known and which can be controlled. It must not be ground air from an uncertain source.

Earth full of decaying vegetable or animal matter, with the resulting gases and germs, or oozing water cannot be used in this state. However, since these conditions can be corrected by underdraining, refilling and grading with proper

road, in front, the great elm at the left, and the background of wooded hillside, are almost ideal. The level space at the left and the site of the old building (shown in outline) make a good playground, sheltered by the hill and shaded by the tree. The basement is protected from the ground water from the hillside back of it by a foot drain.

We were fortunate enough to have a water supply from the town system. The excreta are cared for by a septic tank system, located on the other side of the road in front. This replaces the privy shown at the rear of the building.

The second slide is of the Adams school, Lexington, Mass. This site is practically level. The street and access are on the west.

The street happens to be that by which the British retreated on that memorable 19th of April, 1775.

The building contains eight classrooms and an assembly hall, arranged in two stories. Later, four rooms are to be added to the rear.

The desirability of exposure for classrooms is in the following order:

Easterly
Southerly
Westerly

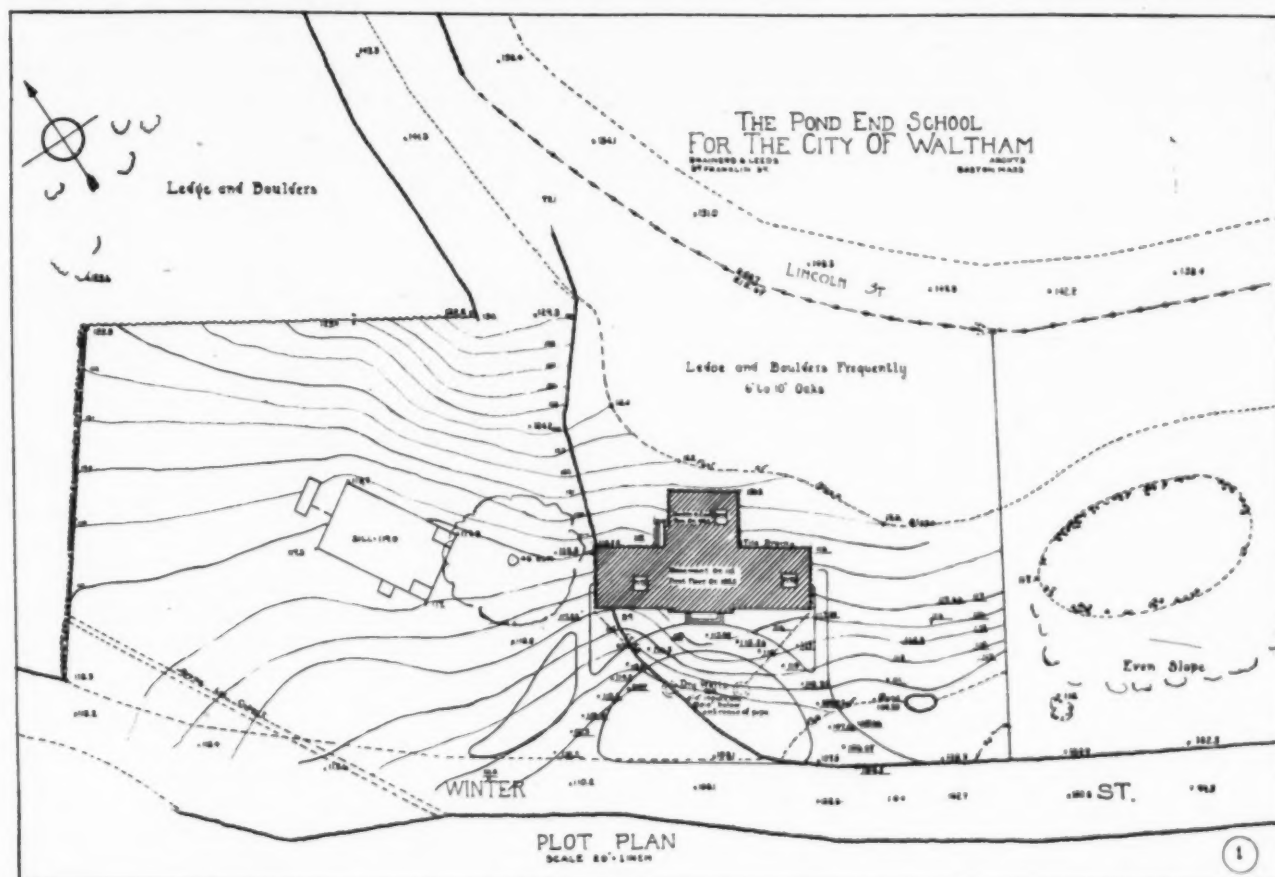
For large buildings a site permitting the major axis to run northeast and southwest is most desirable.

Classrooms having the easterly and southerly exposure, assembly hall and accessories westerly and northerly exposures.

If the site provides sufficient exposure to light, the circulation of air will be sufficient in amount.

2. *Surroundings.* These should enhance, not detract. They should be neither noisy nor noisome. Light and quiet should not be impaired. Beauty has positive hygienic value, by soothing and stimulating the mind.

3. *Space.* The space must be sufficient to allow for low buildings—generally two stories, never more than three stories, except in crowded



materials, and waterproofing the basement, the problem becomes financial rather than sanitary.

In cities, where the choice in sites is restricted and costs vary greatly, it may many times be wise to spend money in improving the soil conditions of a site otherwise acceptable. In towns and rural districts the range of choice is generally sufficient to avoid any large expense for special preparation of the site. In such districts, the more vital questions are those of water supply and disposal of excreta.

I present plot plans showing what application we have made of the principles which I have enunciated in the development, first, of a rural and second, of a town site for grade schools.

The first is the Pond End school, Waltham, Mass.—an old site in a farming district.

This is partly a level space and partly a rock hillside sloping to the southwest, and is between two main roads near their junction. The building contains three classrooms, all on the first floor, and may later have a second story. The slope of the land and the desire of the authorities for a frontage on Winter Street have forced us to face two of the classrooms to the southwest; the other is lighted from the southeast. The surroundings and setting of the level

The soil is the loam of an old orchard overlying gravel, and that in turn overlying blue clay and boulders. At the rear there is a municipal playground of several acres, lying at a lower level.

We have arranged the building for the classrooms to have easterly, southerly, and westerly exposure, the assembly hall being on the north. The children's playgrounds and entrances are on the south and west sheltered by the building. Everything is kept well back from the street, to avoid the noise and danger from electric cars and automobiles. The boiler room, the only portion of the building going below the dry gravel, is protected by a foot drain with an outlet at the rear. There is a supply of water from the town system. The sewage is temporarily disposed of by a leaching cesspool, but will eventually go to a sewer which is planned for the street.

I wish to sum up briefly the points made:

1. *Exposure to light.* The first purpose of the school is instruction. Light must be in abundance and without glare. Sunlight should reach all instruction rooms, and others so far as possible. Long-continued, hot sunlight is not desirable in classrooms.

city districts. Open playground space from 30-50 square feet per pupil.

Other needs, such as school gardens, athletic fields, etc., should be considered. A southerly sloping hillside is many times desirable.

Substitute for accessory space may occur in adjacent municipal grounds or even in quiet side streets.

4. *Access.* Site should be central to district served. This may be a question of transportation rather than of geography. Site should not be exposed to the noise and danger of continuous railroad or street car lines, or main automobile thoroughfares.

5. *Conditions of soil.* Must provide for a dry building. This generally is more a matter of expense than of actual soil. A well-drained site with, if possible, a sand or gravel sub-soil is desirable.

In rural and town schools the range of choice is generally sufficient to provide a suitable location. In older towns and in cities more important considerations may make wise the expenditure necessary to overcome soil conditions.

Paper prepared for International Congress on School Hygiene, Buffalo.



NEW HIGH AND GRADE SCHOOL, HOLLY, MICH.
Perkins, Fellows and Hamilton, Architects, Chicago, Ill.

SOMETHING NEW IN SCHOOLHOUSE CONSTRUCTION.

By Supt. S. J. Skinner

The new school building at Holly, Michigan, is the first of its kind; a one-story structure, without basement, designed to accommodate high school as well as grades. The school consists of about three hundred pupils and is located in a village of sixteen hundred inhabitants. On account of the many advantages of the plan over others, I believe that it marks the opening of a new era in schoolhouse construction wherever the price of a site is not prohibitive.

The primary reason for the adoption of the one-story plan was, strange as it may seem to many, that it could be built more cheaply than a two-story building that would give the same accommodations and be as nearly fireproof. The entire cost of the building exclusive of furnishings was about thirty-three thousand dollars. This lower cost is due mainly to cheaper floor construction and the absence of stairways, expensive of construction and wasteful of room.

The outer walls are constructed of brick and hollow tile, covered with pebble-dash stucco in its natural color. While it is not an imposing structure, yet the general effect is distinctly artistic and pleasing. The roof is composition gravel with central drainage.

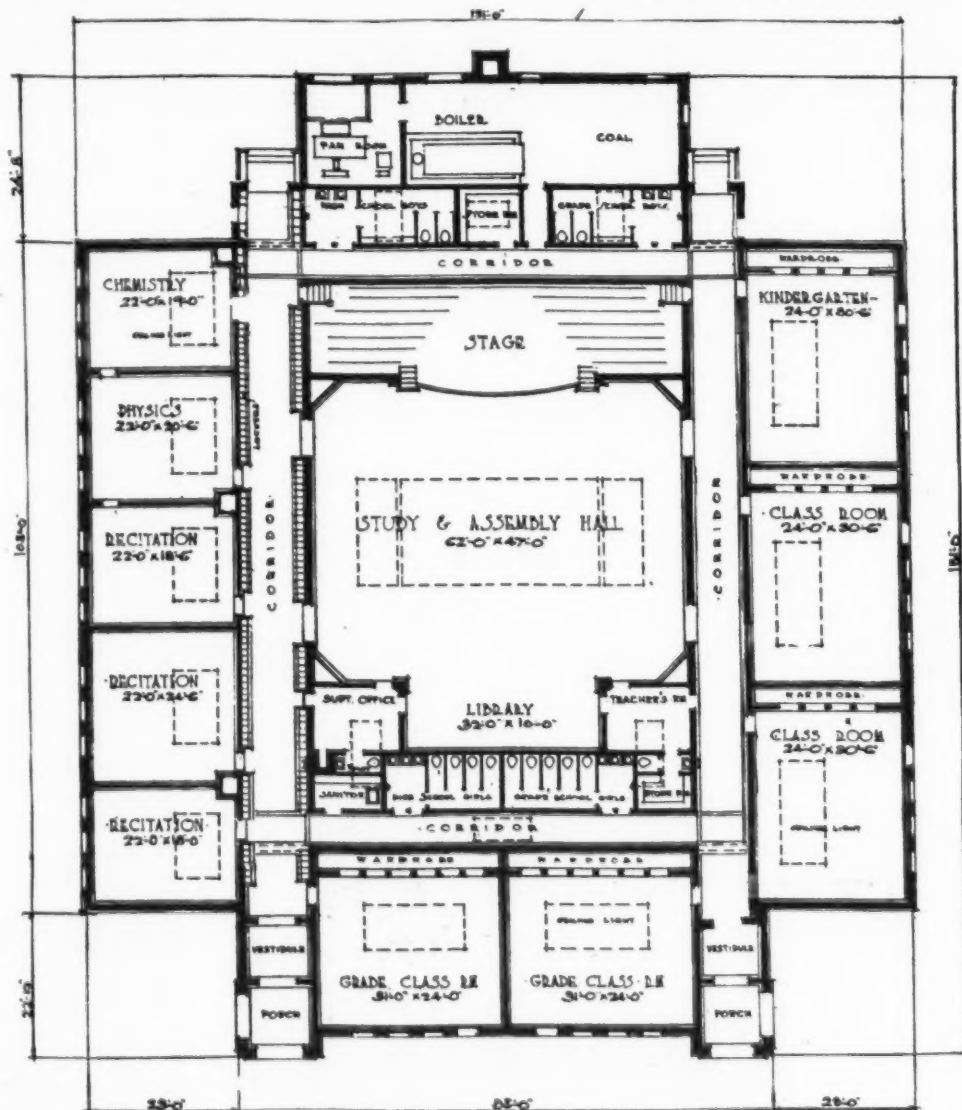
The basement of the razed building was filled, largely with debris from the old building, and a foundation was made of five inches of cinders covered with five inches of grout. This was then covered with waterproof paper, over which maple flooring was laid on strips, except in corridors and toilets where the floors are of cement. The inside walls are brick and the partitions mackolite. Metal lath are used wherever lath are necessary.

It was planned to make this school a social and civic center for the community. To this end the high-school assembly room was designed to meet the needs of the regular school work and at the same time provide an auditorium capable of seating six hundred people. This is accomplished by using chairs for seats, and fastening each steel desk to short strips which make it unnecessary to fasten the desks to the floor. When it is desired to use the room as an auditorium, the desks are easily removed and their place filled with chairs. I might say that we find this method of seating much more satis-

factory than the ordinary school seats. This room is perfectly lighted by skylights and a clerestory. These windows, being pivoted, make it possible to secure excellent natural ventilation when the fan is not running. A

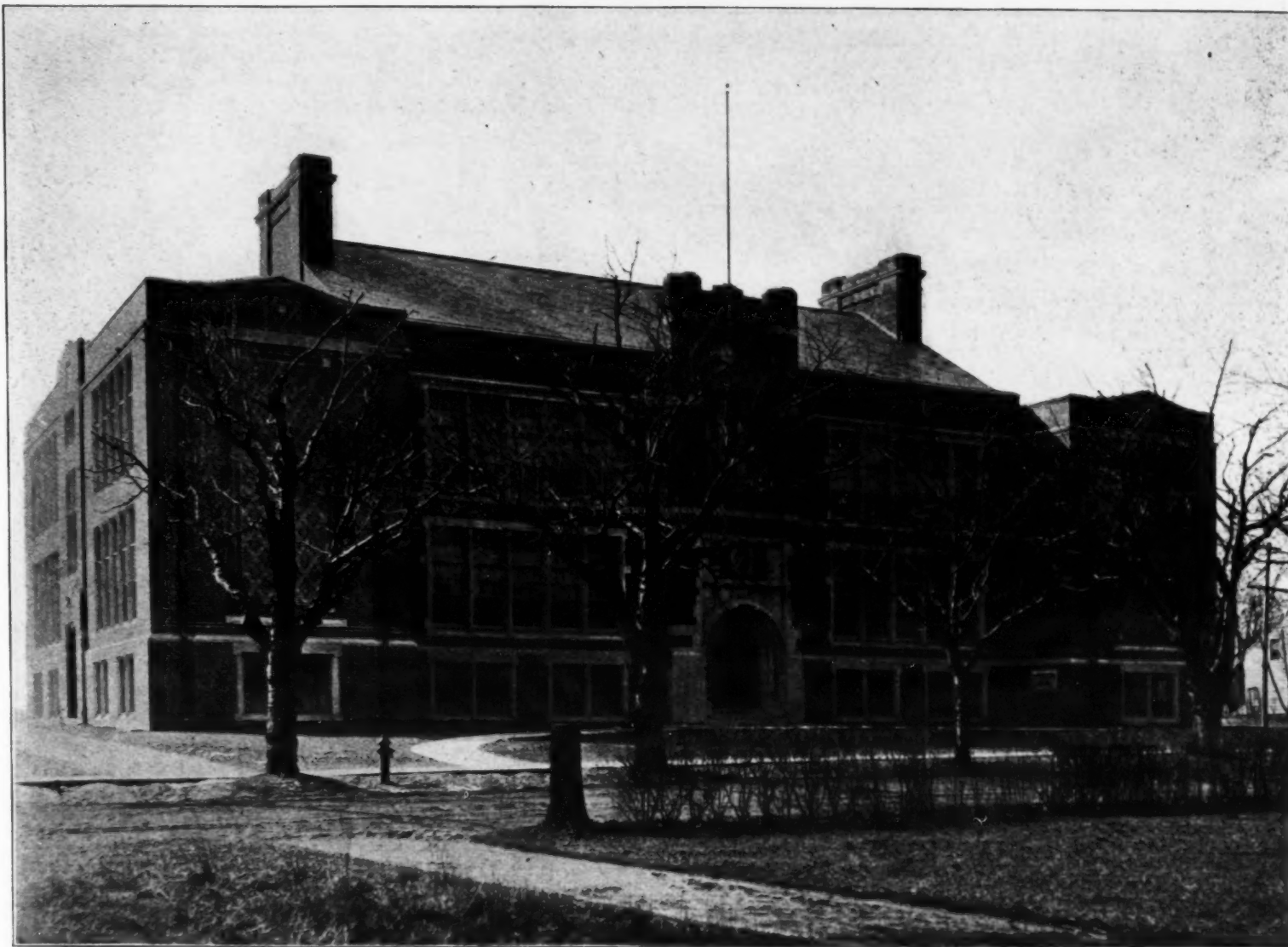
stage thirty feet long and fifteen feet deep is provided and is thoroly equipped. The recessed library is a pleasing feature of the room and is easily supervised by the teacher in charge of the room. The blackboards in this room and

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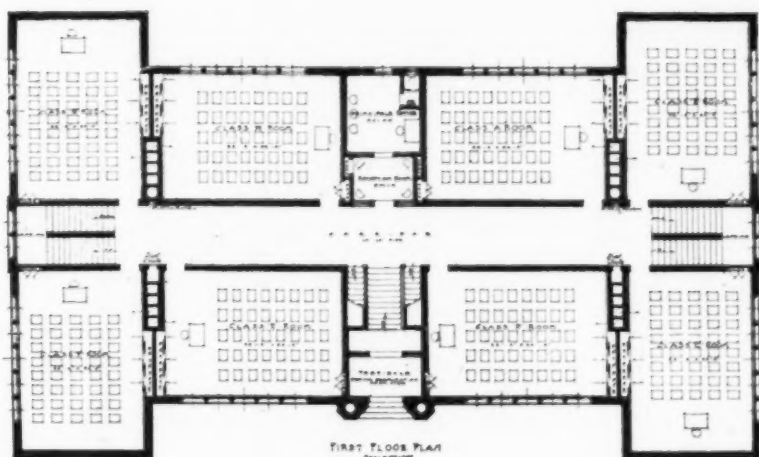


FLOOR PLAN

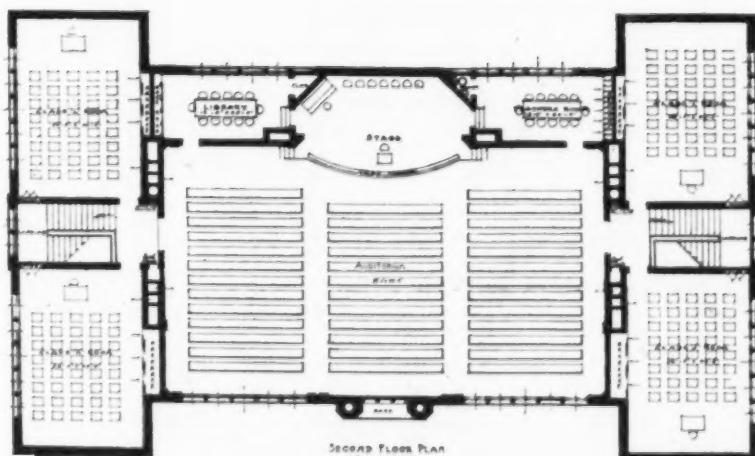
SCHOOL BUILDING AT HOLLY, MICH.
PERKINS, FELLOWS & HAMILTON ARCHITECTS
CHICAGO ILLINOIS



NEW PUBLIC SCHOOL, LEONARDO, N. J.
Messrs. Brazer & Robb, Architects, New York, N. Y.

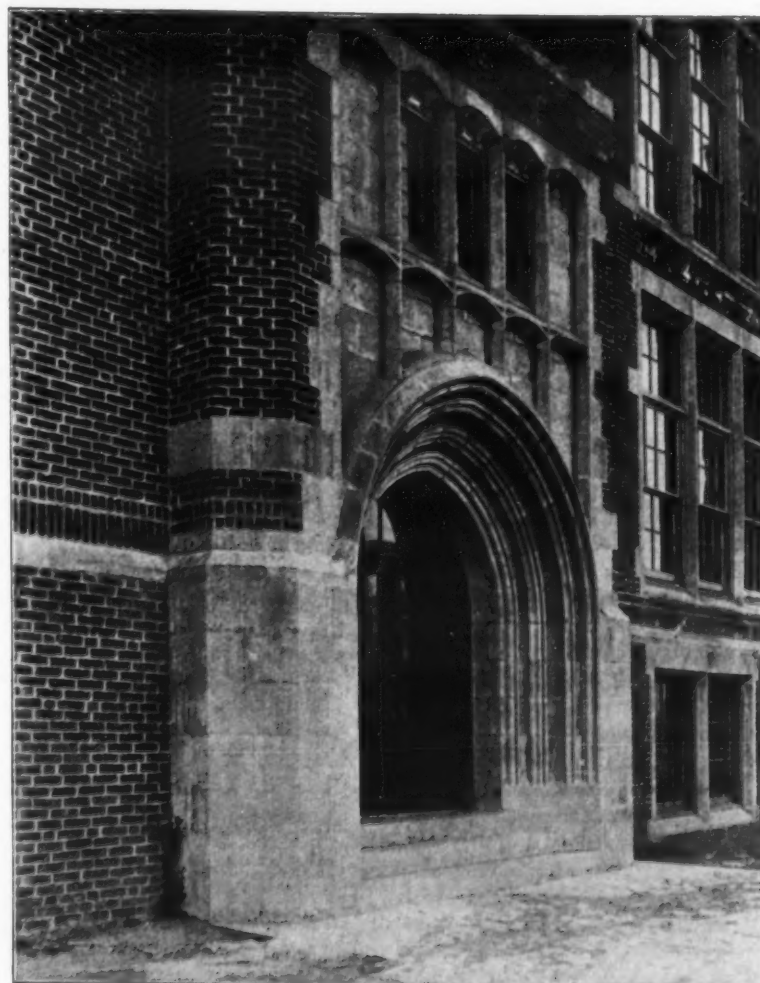


FIRST FLOOR PLAN
Scale 1/8" = 1'-0"

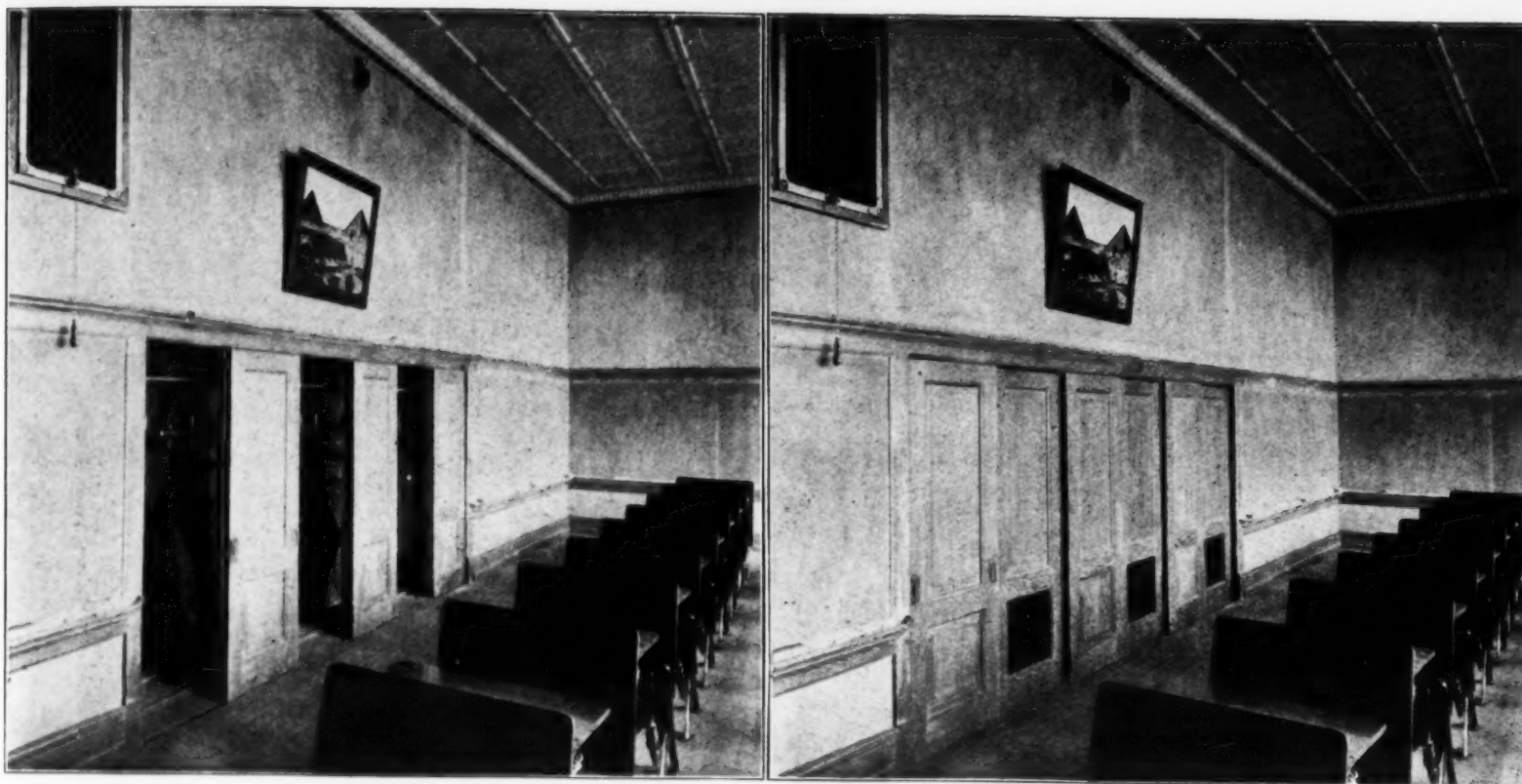


SECOND FLOOR PLAN
Scale 1/8" = 1'-0"

FLOOR PLANS, LEONARDO, N. J., PUBLIC SCHOOL.



FRONT ENTRANCE DETAIL, LEONARDO, N. J., PUBLIC SCHOOL.



BUILT-IN VENTILATED WARDROBES IN CLASSROOMS OF NEW PUBLIC SCHOOL, LEONARDO, N. J.
Designed by Messrs. Brazer & Robb, Architects, New York, N. Y.

LEONARDO HIGH SCHOOL.

The most notable recent advances in school-house design are the result of social and educational necessity and of the demands for better protection against disease, fire and panic. Even the lack of funds of which school officials complain constantly have caused architects to devise some of the best modifications in the layout of school buildings. Several distinct innovations in school design caused by a demand for broader educational usefulness and safety are embodied in the new Middletown Township high school erected last year at Leonardo, N. J.

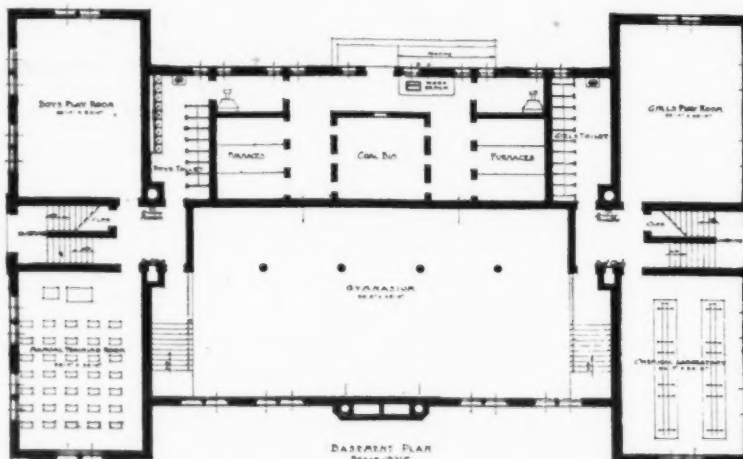
The building has been planned for a combined grade and high school of 480 children. The arrangement of the several floors is simple and straightforward and reduces the corridor space to an absolute minimum consistent with safe exit facility. There are three main doors, one from the front and one from each side, in addition to the service entry for the janitor.

In the basement there are the usual play-rooms, a manual training room, a chemical laboratory, toilets, coal bins and heating apparatus and a large gymnasium.

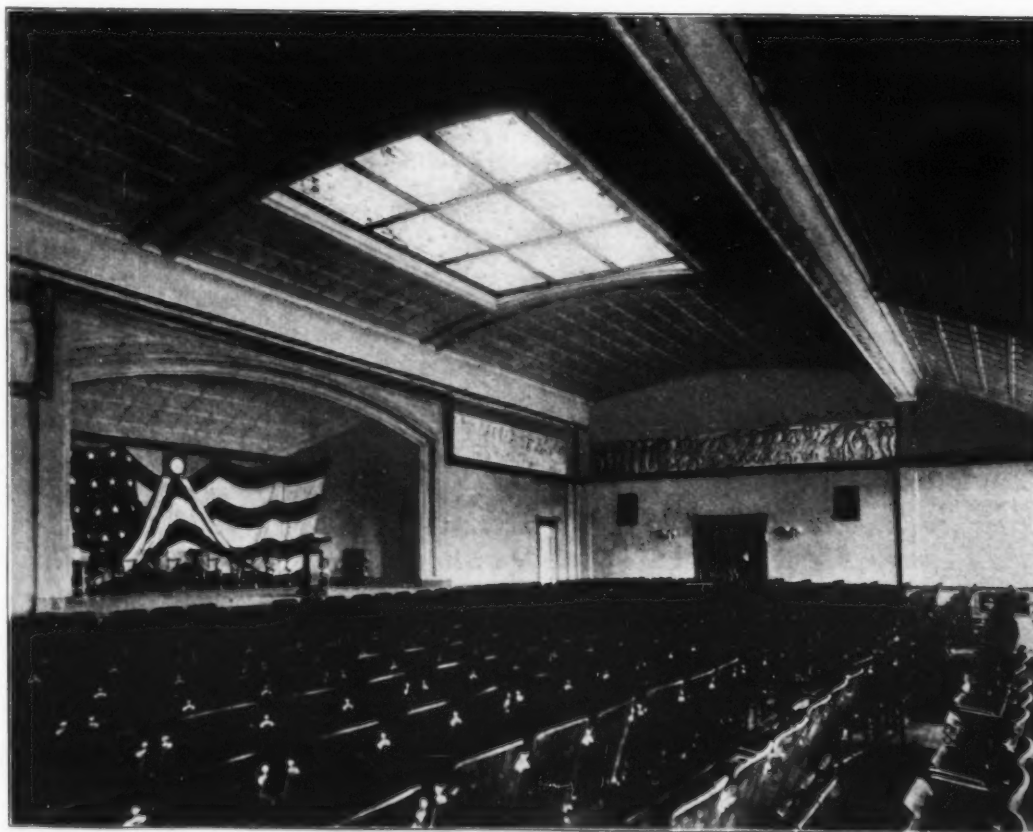
On the first floor there are eight standard classrooms, each arranged to seat 40 students, an office for the principal, and a medical inspector's room. On the second floor there are four additional standard classrooms and a large auditorium seating six hundred persons. There is also a library fitted with bookcases and a teachers' room equipped with individual wardrobes and a toilet.

The most interesting feature of the building is the system of wardrobes which the architects have developed. These are thoroly sanitary and are set in the spaces alongside the ventilating ducts and take up practically no space. In fact, it is estimated that the cubage of the building is reduced by them by one-twelfth over what it would have been had the ordinary Boston type of wardrobes been introduced. As will be seen from the illustration the wardrobes have sliding doors which permit easy access to the clothes stored in them. The wardrobes are ventilated by means of panels placed at the bottom of the doors. The classroom air is exhausted thru the wardrobe to a chamber over the top of the same into a vent duct occupying the space di-

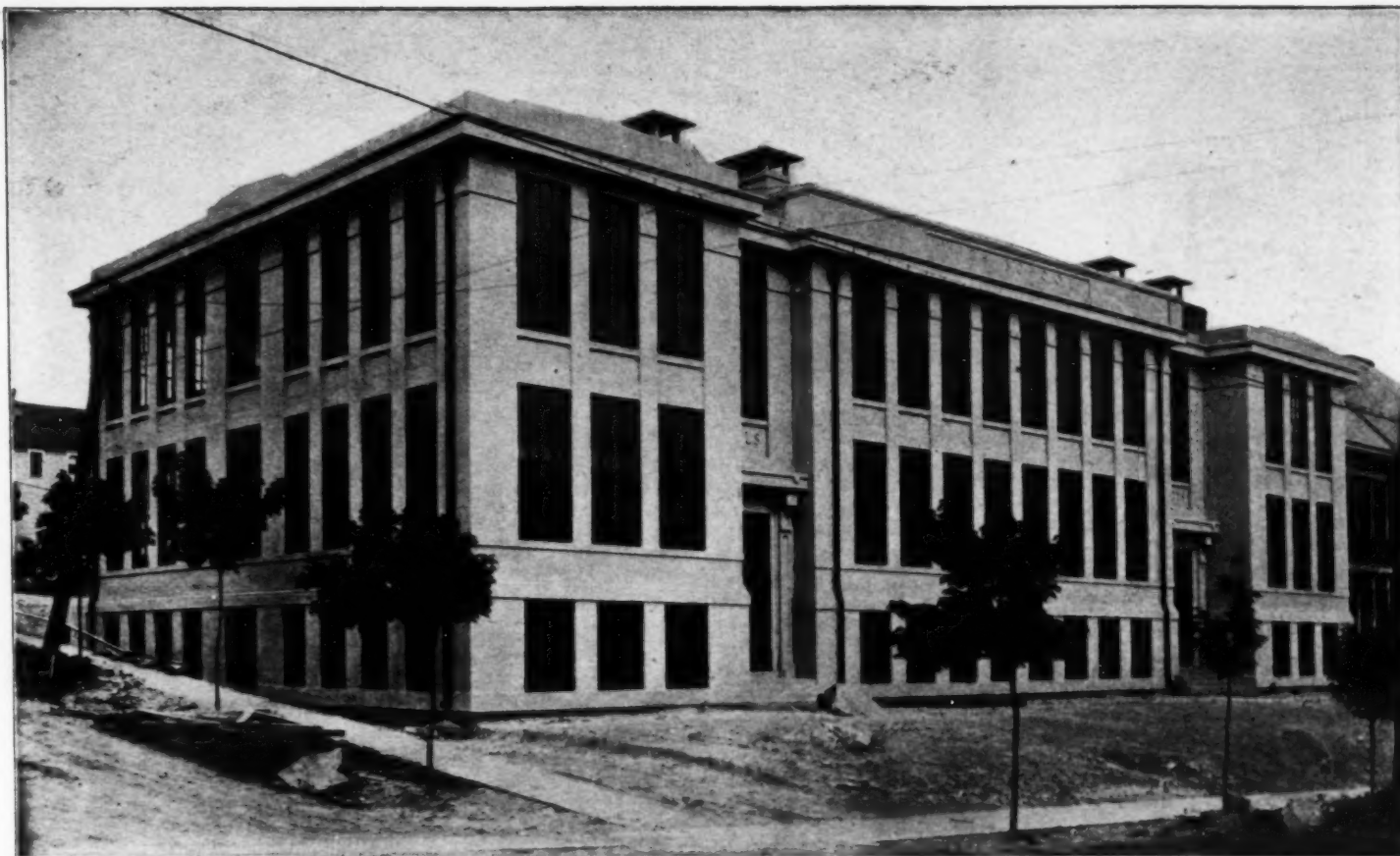
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FLOOR PLAN, LEONARDO, N. J., PUBLIC SCHOOL.



AUDITORIUM OF THE NEW PUBLIC SCHOOL, LEONARDO, N. J.



HIGH SCHOOL, WINDBER, PA.

LOW COST FIREPROOF SCHOOLS

By JOHN T. SIMPSON, Architect and Engineer, Newark, New Jersey

It is with interest I have read from time to time the articles appearing in the *School Board Journal*, on the subject of fireproof school buildings and the reduction of the fire hazard.

I am not a believer in the latter type of construction, except to improve an existing structure, for the reason that a first-class fireproof building can be erected at the same price as a well-designed non-fireproof structure with fire hazards. For the information of the readers of the *Journal* I will cite two buildings, one in Western Pennsylvania and one in Central Massachusetts, that are fireproof and which cost but fifteen cents per cubic foot, complete, or less than the average price of non-fireproof buildings.

The high and grammar school at Windber, Pa., completed last spring, contains sixteen classrooms on the first and second floors and four classrooms on the ground floor, which comes at grade; each room accommodating 40 pupils, making a total seating capacity of eight hundred.

In addition to the classrooms there are four small rooms, an office for the principal, a room for the teachers, a library and a restroom.

There was originally a gymnasium also, but this was changed to a swimming pool, donated by large mining operators in that section and the cost of which does not enter into the building itself.

Like many others, the Windber Board of Education, was confronted with the problem of providing accommodation for eight hundred pupils out of a maximum appropriation of \$50,000, which amount had to include the architect's fees of about \$3,000.00.

That the building should be fireproof was early decided by the board and the writer was commissioned to prepare the plans and specifications.

Bids were taken for a building with brick walls and reinforced concrete interior, also for a building entirely of concrete. The lowest price on the former was \$54,000.00 and on the latter \$47,000.00.

The construction is of straight reinforced concrete, the walls, floors and stairs being cast integral as the work progressed.

The outside walls were furred off with two-inch hollow plaster blocks, and the partitions

and flues were built of 3" by 2" plaster blocks, respectively.

The roof construction is of steel beams supporting wood joist, metal lath and plaster. The classrooms only have wood finished floors, all others are of cement, sanitary coves being provided at all walls.

The stairs are fireproof and are well located in smokeproof towers, built in two runs with intermediate platforms and equipped with safety treads.

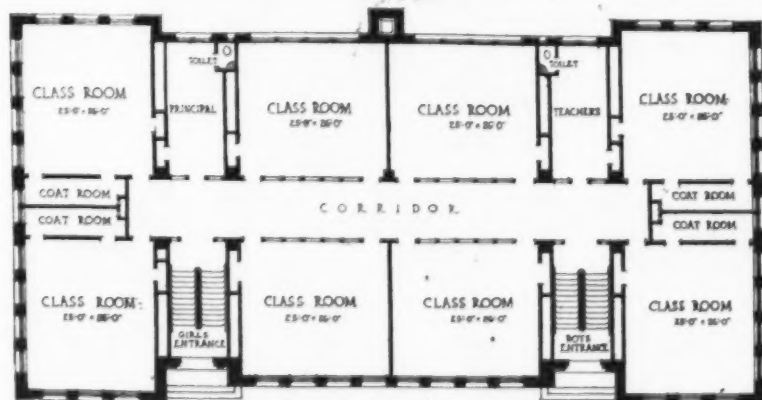
The building is heated with steam and has a mechanical system of ventilation, electric lights and high-grade sanitary plumbing.

The cost of the building, per classroom, was \$2,650.00 and, per pupil, \$58.75 and per cubic foot, about fifteen cents.

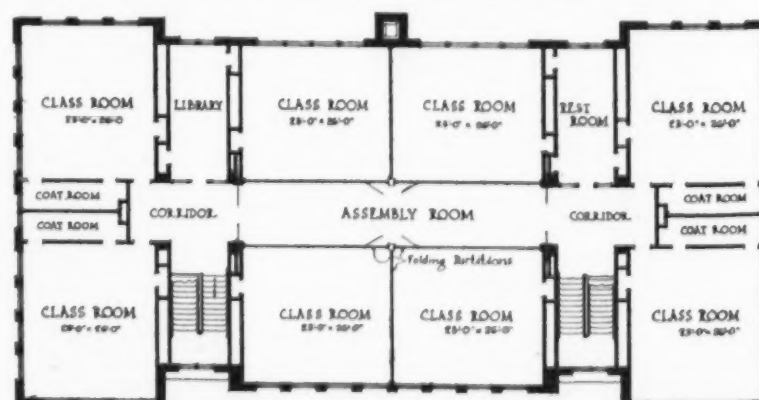
Simplicity, safety and sanitation were the keynotes of the design.

The new High School at Millbury, Mass., now under construction, is another example of what can be done for \$50,000 in the way of a modern high-school building.

After deducting the architect's fees of about \$3,000 there remained for the construction of this fireproof building, \$47,000.

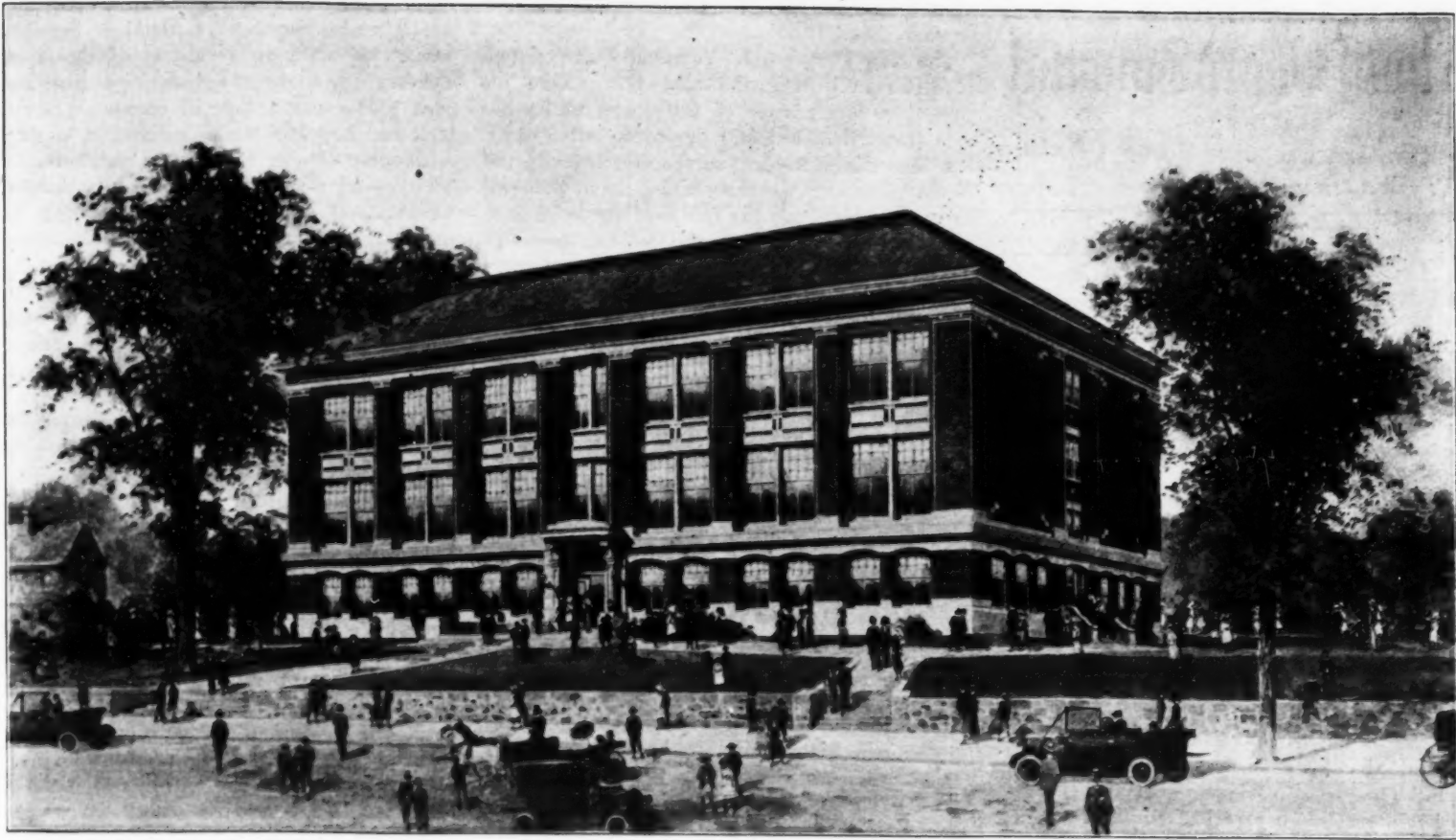


FIRST FLOOR PLAN



SECOND FLOOR PLAN

FLOOR PLANS, HIGH SCHOOL, WINDBER, PA.



NEW HIGH SCHOOL, MILLBURY, MASS.
John T. Simpson, Architect, Newark, N. J.

The plans show the general arrangement and size of the classrooms, assembly room, etc.

The school has a seating capacity of 350 pupils, exclusive of assembly room, which has been designed to be used as a study hall and accommodates 350 pupils, also exclusive of the ground floor, which is at grade and contains the manual training and domestic arts' departments.

In the final construction the exterior treatment was simplified somewhat and the tapestry face brick changed to selected native brick in order to get within the price of \$47,000. This could have been avoided, however, if the high roof which the school committee desired had been made flat.

The building is constructed of combination reinforced concrete skeleton and hollow tile for floors and stairs, with outside walls, supported on each floor, of hollow tile with brick facing. The plastering is applied directly to the tile.

The partitions in the basement are of hollow tile and in first and second stories of three-inch plaster blocks.

The roof is of wood rafters, supported on steel framing, covered with slate and the ceiling is formed of metal lath and plaster.

The finished floors of the classrooms and assembly room are of wood; all others are of cement.

The building is heated by steam and has a mechanical system of ventilation, electric lighting and sanitary plumbing.

The amount of wood trim has been reduced to a minimum and all details have been kept very plain and simple. All corners are rounded or have coves as the case may require.

Per classroom (including cost of assembly room and gymnasium) and based on fourteen classrooms, the building is costing \$3,360.00 and, per pupil, about \$135.00 and per cubic foot fifteen cents counting to the second-story ceiling line only. If the high roof enters into the cube the cost will be reduced to a little less than twelve cents per cubic foot.

For a little more money in each case other features and fittings could have been added to these buildings, but I believe these figures will serve to show what can be accomplished with a limited amount of money and refute the oft repeated excuse of too small an appropriation to build a fireproof building.

When we remember that a building can only be as good as the materials of which it is made and in the face of the above facts, is there any longer any excuse for building other than fireproof school buildings in which the cost of insurance is eliminated and the maintenance is reduced to a minimum?

ELECTION AND PROMOTION OF TEACHERS.

An interesting simplification of the merit system of electing and promoting teachers has been in operation at Beaver Falls, Pennsylvania, during the past year. It is based upon the very complete merit systems used in the large cities and has been modified especially to meet the needs of a community of twelve thousand.

In substance, the rules under which the plan is operated, read:

I. The minimum qualifications for the position of teacher shall be:

1. Graduation from a high school of the first class or school of equivalent rank.
2. One year's successful experience in a school approved by the board.

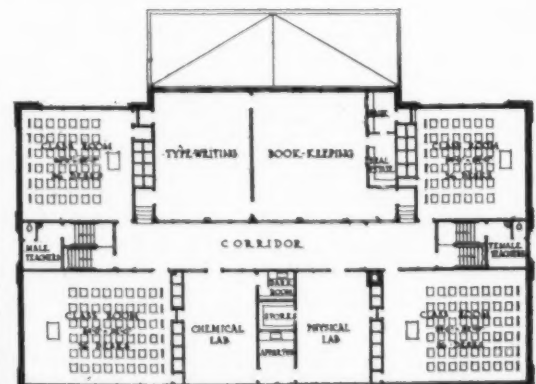
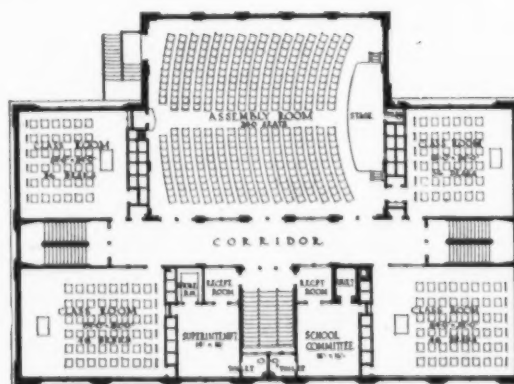
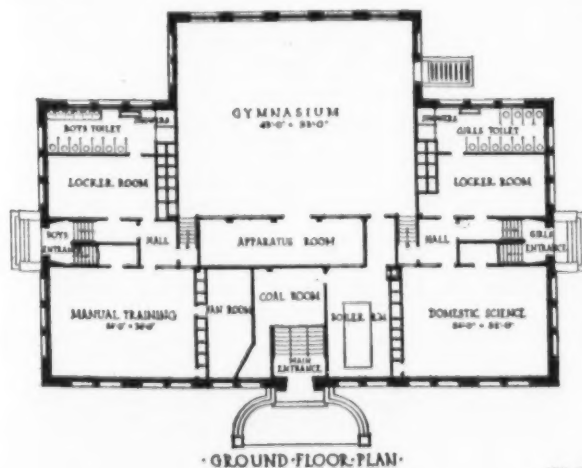
II. Teachers shall be classified as follows:

Class 1. Teachers holding a permanent State Certificate, State Normal School Diploma, or a Permanent College Certificate, and showing evidence of at least three years' successful experience in schools approved by the board.

Class 2. Teachers holding a Professional Certificate, State Normal School Certificate, or Provisional College Certificate, and showing evidence of at least two years' successful experience in schools approved by the board.

Class 3. Teachers holding a Provisional Certificate.

(Concluded on Page 54)



FLOOR PLANS, NEW HIGH SCHOOL, MILLBURY, MASS.

THE AMERICAN School Board Journal

DEVOTED TO

Legislative and Executive School Officials

WILLIAM C. BRUCE, Editor

EDITORIAL

TEACHERS' PENSIONS.

The problem of pensioning men and women who have grown old in the service of the schools is one that must be solved before long in every state. The question, shall teachers be pensioned? has been answered so conclusively in the affirmative that it would appear merely a matter of time before every commonwealth will consider old-age annuities a fixed school policy. The more important problem at present is an administrative one and revolves about the source from which pension funds shall be obtained.

In a monograph, just issued by the United States Bureau of Education, Mr. Raymond W. Sies takes the position that the entire expense of paying old-age and disability pensions shall be met out of the funds raised for school purposes and the beneficiaries shall contribute nothing. This is at variance with the theory which has prevailed in practically all American pension legislation and follows the German idea where teachers have been pensioned in one way or another for more than two hundred years. Mr. Sies believes that this plan is not more generous but rather more businesslike because ultimately the burden is shifted upon the teachers themselves.

The argument would hold good it seems to us if our conditions resembled those in European countries where the teaching profession is well established and where the great majority of teachers remain in the work long enough to be pensioned. In the United States the average "professional life" of the woman teacher is less than five years and of the man teacher less than ten years. Less than five per cent of all the teachers remain in the schools to an age where they may become annuitants. To make the remaining 95 per cent indirectly pay for these hardly accords with our idea of a square deal. The plan of making teachers share with the state the burden of contributing to pension funds and of returning at least a portion of the money paid in by those who may withdraw before becoming eligible seems to accord more nearly with our spirit of individualism and independence. The American teacher is rightly an independent person, who loves her freedom as much as any citizen.

From the economic standpoint, with the general public good duly in mind, the logical disposition of the burden of teachers' pensions is equally between the persons benefited and the state as a whole. To shift it upon the teaching profession as a unit is to commit a serious injustice.

THE NEW YORK SCHOOL BOARD.

On another page of this issue will be found a new summary of the findings of two investigators of the administrative machinery of the New York City school system. The chief feature of the report is in the section discussing the unwieldy character of the board of education, its disregard of the broader aspects of school policy and the unsatisfactory working of the committee system. The recommendation for reform is the inevitable demand for a small board—eight members—which shall leave professional and executive matters to the city

superintendent and to the several business bureaus.

The New York schools have had quite enough of criticism during the past year. Like the present condemnation of the board much has been justly deserved and should be acted upon. The immediate problem of the city officials and of the civic organizations which have been interested in bringing the faults of the schools to light will be to see that the recommendations of the several experts are actually incorporated in the conduct of the schools. In no other way can they prove that their motives have been worthy and the criticisms constructive.

ARCHITECTURAL COMPETITIONS.

A movement has been inaugurated by the architects of Portland, Ore., to discontinue all preparation of tentative plans in competition for public and private buildings. They hold that the so-called competitions are of no real value to prospective clients in that plans so submitted can rarely be used without radical changes, that they are not a true test of the architects' fitness and experience for the work, and that they are a drain on the profession which ultimately reverts to the owners of buildings.

The statement of the Portland architects contains much truth. Public bodies, especially school boards, have been prone to accept sketches and estimates from architects for which there has been but the slightest hope of acceptance. We have in mind a school board in Georgia which, during the past summer, considered successively 39 sets of plans for a \$60,000 school-house, rejecting all drawings and issuing a new invitation for designs.

The expense of such competitions to architects is enormous and is not an inconsiderable factor in the increase of commissions from five to six per cent. It is an unjust expense and is not imposed in any other profession or occupation.

Competitions are the least desirable scheme of selecting plans for schoolhouses. If local conditions make them necessary, they should be so limited as to insure the entry of men who are able to do more than draw a pretty perspective and to make a plausible layout. Evidence of experience, integrity as a professional man, a list of successful buildings—both artistically and practically—should be incorporated as a requirement in every competition. It is the best man, not the most finished drawing, that should be selected.

WISCONSIN'S CONTINUATION SCHOOLS.

The success of the continuation schools in Wisconsin is practical evidence of the efficiency of a form of industrial education which is bound to be an important part of our national system of public instruction.

The first report of State Supervisor Warren E. Hicks, of Wisconsin, offers some valuable material for study. It shows that last year nearly 12,000 persons received instruction in the continuation schools, 6,000 in the day sessions for children between the ages of fourteen and sixteen, and 6,000 in the evening schools for adults. The cost of the schools averaged \$10 per pupil, as against an average cost of \$30 for each elementary pupil and \$75 for each high-school student.

The state, which grants an aid amounting to one-half of the expenses of the continuation schools, has recognized their success, and the Legislature of 1913 has increased the appropriation of \$35,000 for thirty schools to \$150,000 for forty-five schools.

The Wisconsin schools are not intended to lead the child into the shop but to enter the shop and to lead the child worker back to the schoolroom. They teach the principles of the

several trades and occupations to children who are already engaged in them. They impress lessons of pride in a calling, of thoroughness and honesty in work. They have emphasized the idea that every article of commerce should be well and honestly made and should be designed with some idea of beauty and harmony. Above all they have held to the principle that a good workman is apt also to be a better man and more thoughtful citizen.

In the end the success of the Wisconsin continuation schools is a triumph for the principle of separate administrative control of vocational education.

A WELL EARNED TRIBUTE.

The Pittsburgh Telegraph, in discussing the work of the local board of education, said recently:

"Theirs is no light task. On their induction into office last year under the new school code, they found themselves charged with the reconstruction and rehabilitation of the entire school system. This meant a vast amount of labor and the exercise of extraordinary intelligence and care in order to avoid error and serve the best interests of the community. The members of the board, however, entered upon their work with a will and carried it on faithfully and zealously with results which are amazing, considering the short time within which they have been attained. And all this without reward other than the approbation of the people. Herein we have an exhibition of good citizenship of the finest kind and one that should redound to the credit of the municipality. It is a relief to turn from the contemplation of the doings of the holders and seekers of paid places in the public service to that of the unselfish and thoroly useful service rendered by the body that governs our Pittsburgh schools."

The Pittsburgh board of education has well merited these words of commendation. In the face of almost insuperable difficulties against the combination of the worst political elements, its members have brought order out of the administrative chaos which existed in the schools. They have formulated a definite, workable, financial and building policy, have brought about a unification of educational methods and ideals and have started the schools toward a plane of efficiency. Pittsburgh deserves to be congratulated upon having such loyal and able citizens to constitute the board of education.

DEPARTMENT OF SUPERINTENDENCE.

The dates for the winter session of the Department of Superintendence have been announced as February 23 to 28 inclusive. The meeting will be held in the historic city of Richmond, Virginia, where preparations for the entertainment of the superintendents are already in progress. The headquarters hotel will be the Jefferson and the sessions will take place in the Auditorium and in the Central high school.

President Ben Blewett's program is said to be practically complete.

MR. FEAGIN PROMOTED.

Mr. William F. Feagin, who has been clerk of the Alabama State Department of Instruction for some years, has been appointed Superintendent of Education, to succeed Henry J. Willingham. The latter has been appointed president of the Alabama State Normal School at Florence.

Mr. Feagin's promotion is particularly gratifying when his long, untiring service to the schools is remembered. As chief clerk of the department for some years, he has borne much of the burden of the office and has proven himself to be energetic, broad-minded and capable

of high administrative service. His knowledge of Alabama conditions is so intimate that he cannot fail to be successful. He deserves the good-wishes and co-operation of all Alabama schoolmen.

CONSULTING SCHOOL ARCHITECTS.

Director General Barrett, of the Pan-American Union at Washington, has recently appointed an architectural advisor to visit and report upon the buildings of the Union four times a year, and to act in general as expert in all matters relating to repairs, additions, and alterations of the buildings and grounds. This appointment is considered by architects as setting a noteworthy precedent in American architectural practice, a measure which has been quite commonly adopted in European countries, but which is altogether unknown in the United States.

The purpose of Director General Barrett is to obtain for the monumental buildings of the Pan-American Union the expert care not only for the physical, but also for the artistic and architectural, welfare of the group. Discussing this act of Mr. Barrett, the Journal of the American Institute of Architects says:

"Viewed solely from the standpoint of economy, there are countless arguments in favor of the retention of a permanent architectural advisor, not only in the case of public or semi public buildings, but in the case of private buildings as well; it is difficult to advance a single serious argument to the contrary. It is merely a simple instance of the 'stitch in time.' Weakness, defects and accidents are as inherent in buildings as they are in every other form of property or life, and their early discovery and repair can only be a saving, since decay inevitably adds to the cost of doing that which is never cured by postponement."

It would appear that a permanent architectural advisor might well be employed by any school board of any community large or small. We know of no more hideous defacement of existing school buildings than those which are attempted in building additions of two or four rooms to schoolhouses. Usually the additions are undertaken by men who are not architects and who have no sense of the architectural fitness of things, who are not acquainted with the principles of schoolhouse lighting and sanitary equipment and whose main object is to do the job cheaply.

A permanent architectural advisor would here be of incalculable value. His quarterly or semi-annual inspections of the schoolhouses would give him an intimate knowledge of the faults and merits of each structure and would make it possible for him to advise additions which would be most economical and artistic, to suggest improvements in the sanitary equipment which would be necessary and desirable, and to order repairs before a building has been damaged beyond a point of economy and safety.

A definite advantage of such an architectural advisor would be the possibility of adopting a logical and continuous building and repair policy, by which new buildings could be erected as needed, and by which old buildings could be kept up to a point of repair that would make them most useful. Such a policy might well include complete alterations of a stated number of schoolhouses or schoolrooms each year to bring them up to the latest standard of lighting, heating, ventilation and interior decoration.

The fifteen or twenty largest cities of the United States have had for some years all the advantages of such expert architectural inspection of their schoolhouses. Thru the schoolhouse departments which they maintain they have evolved definite building standards, de-

finite building policies, and definite repair and maintenance policies. It is in the medium-sized and smaller cities where the architectural advisor is most needed. The experience of one or two cities which have employed such advisors has been eminently successful. We might mention in this connection, Lincoln, Nebraska, for which a very well known architect of the middle-west acts in the capacity of expert in all matters involving the construction of new buildings and the repair of old ones.

The architectural advisor is one of the developments of scientific school administration which is bound to come, and which will certainly justify itself in the economical and sanitary construction and upkeep of schoolhouses.

THE MEMPHIS SITUATION.

That a small school board is inevitably better and more efficient than a large one is not evidenced by the Memphis situation. There a board of five members has thru persistent maladministration bankrupted the school district so that it has a huge deficit and is unable to pay the salaries of the teachers. In four years there have been four superintendents representing four distinct policies in the conduct of the schools.

At the bottom of the situation is the usual tale of political control, of interference in the professional management of the schools, and of attendant ruined professional careers of good teachers and superintendents. And these things have been comparatively trivial when the story of a disorganized supervisory corps, of a disheartened teaching force, of unequal districting, of overcrowded rooms, is told.

The Memphis situation is a disgrace to the community and to the state of Tennessee. It requires a drastic cleanup and a reorganization of the school administration along non-partisan lines.

INDUSTRIAL ARTS MAGAZINE.

In striving to meet the overwhelming demand for industrial education in the United States, educators and businessmen have felt the need of a current literature discussing fundamental administrative ways and means, suggesting courses of study and classroom methods and disseminating news concerning the latest developments in the movement.

To fill this want will be the mission of the Industrial Arts Magazine, a new periodical to be issued from the office of the School Board Journal. All educational problems touching upon the preparation of boys and girls for making a livelihood will come within its scope. In addition, the art idea, which has been generally relegated to the background in vocational stud-

ies, will be treated as a first essential, integral part of all industrial education.

The Industrial Arts Magazine will be edited by three of the most prominent and experienced exponents of manual training, industrial and art education in the United States:

Mr. W. H. Henderson, Director of Vocational Education, Hammond, Ind.

Mr. S. J. Vaughn, Head of the Manual Arts Department, Northern Illinois State Normal School, De Kalb, Ill.

Mr. E. J. Lake, Head of the Art Department, University of Illinois, Champaign, Ill.

The names of these gentlemen are in themselves a guarantee that the magazine will be representative of the most advanced theory and practice of the day.

McBRIEN TO WASHINGTON.

Mr. J. L. McBrien, of Harvard, Nebraska, has been chosen specialist in rural education for the United States Bureau of Education and on October 15th entered upon his duties at Washington.

Mr. McBrien has had broad experience in the administration of country schools to fit him for expert service in rural education. He has filled every grade of position from teacher to state superintendent in the Nebraska schools and was one of the first to call attention in a practical way to the need of better agricultural education.

CITY SCHOOL ADMINISTRATION.

The essence of successful school administration lies in the correct attitude of the school board toward its own functions and the functions of the executive officers, the teachers and the public. The resolutions of the National Education Association adopted at Salt Lake sum up this fact in these words:

"Successful administration of a city school system rests first with the school board. If its members understand good methods and follow them, if they fix the responsibilities of their executive officers, and give them power to carry out the tasks set; if they keep to the determination of general policies and beyond that are sympathetic advisers and helpers of the executive officers, then the schools prosper. But if the members are seeking for favors for themselves or their friends; if they mix politics in their board work; if they interfere with the work or the professional recommendations of the executive officers, and 'jog their elbows' whenever the officials try to carry out an important piece of work, then only inefficiency and disaster can result."

TENNESSEE CHANGES.

State Superintendent J. W. Brister of Tennessee, has resigned to accept the presidency of the West Tennessee Normal School at Memphis.

Mr. Brister will be succeeded by Supt. S. H. Thompson, a prominent schoolman of East Tennessee, at present head of the schools of Athens. Dr. Thompson is a native of Tennessee, a graduate of Valparaiso, and a young man of much force and enthusiasm.

All the "Pull" in the world wouldn't pull some teachers together.

Men learn while they teach—Seneca.

It is easier to keep school than to teach children.

Most effective teaching has no fixed method.

A fine schoolhouse is not always a fine school.

The superintendency that must seek the man is usually an insignificant one.

"Uneasy lie the heads of all that rule,
His worst of all whose kingdom is the school."
—Holmes.



Don't Wait to Warn, Until this Happens.

—Westerman, Ohio State Journal.

Qualifications for Directing Vocational Education

By DR. HENRY E. KOCK, Woodward High School, Cincinnati, Ohio

The need of vocational education has been by this time almost universally recognized. We may not agree with Nicholas Murray Butler that "it doesn't make any difference how you go about it as long as it is done," but all students of education realize that the time has come for solving in a satisfactory way the problem of vocational education. The first step in this direction is the establishing of courses and selecting teachers to carry on this work. It has been stated that ordinary teachers fail in the work for reasons too numerous to mention here. If this is conceded, the question arises: What are the qualifications for directing and instructing this new work?

The fundamental requirement is undoubtedly a full realization of the importance of care in the choice of a career. At present the school has failed to a degree in producing individuals that make for the greatest success in practical life. We must not forget that the great majority of children sitting in our schools today are to be the workers and leaders in the industrial life of tomorrow, and that our greatest and richest asset of this country is the practical and constructive ability of these children. As C. A. Prosser has aptly stated: "It is idle to talk of conserving our natural resources until we have established a system of vocational guidance education and training which will develop a type of intelligent and skillful workmen who will deal with the product of soil and mine as to eliminate waste and transform these into products of higher and still higher value."

The next condition is thoroughness and sincerity in carrying out this work. There is a great danger as Dr. Snedden has pointed out, that in grafting the practical education to the kind termed general education, the work will become too academic and culturized in that it will fail to equip the child to meet the demands of useful employment. For this reason Dr. Charles McCarthy of Wisconsin earnestly recommends a separate control of this work, to insure sincerity of purpose and to eliminate all sham and pretense.

Before a vocational counsellor or director can give wholesome advice as to the selection of a career, a certain knowledge of the various vocations is necessary. He should have been connected with some business a sufficient length of time to understand mercantile transactions, to understand the selling end of an employer's business. He should also have had some shop experience sufficient to understand the relation of employee and employer with respect to efficiency and waste. He should understand the demands of the employer as to quality and the employee as to output. He should be able to give suggestions to eliminate waste in movement and material.

In the work of electing vocation, the director must be able to weigh the psychic and emotional factors that influence a choice as well as the law of chance. The latter factor has been neglected to such a degree that one speaker remarked: "We must admit that there is not enough work of the desirable kind to go around. Now this is just the great work of the vocational teacher. He must not fail to point out the nobility of all work, however menial it may seem, and that in the broad field of industrial life, there is no such work as undesirable and that the greater the proficiency and efficiency of the individual, the greater the reward."

Again, there are certain factors that may eliminate certain individuals from certain classes of work. The relation of vocation and individual as to physical requirements and general health must be studied and considered.

These must be well understood by the teacher aspiring to this work.

Ultimately, it will be the work of the vocation counsellors, (as it is in Boston) to select the grammar-school graduates who shall be admitted to the high school. To make these selections is to assume a grave responsibility and the personal equations of the counsellors should equal the task. This requires a thorough understanding of the various courses offered in the high school and also to know the ability of the student to meet the requirement throughout the four years to avoid educational waste for both teacher and student.

Various states and communities, independently of the state, have made attempts at the solution of this problem. To be able to garner the benefit of these efforts, the vocational director should have a reference knowledge of what is being done and what has been done. He should know the importance of the laws made to assist in this work, so as to give advice in framing new statutes for his own state or community to insure the efficiency of instruction. He should have an appreciation of what other countries are doing in this work, and the conditions demanding a different line of attack from those prevailing here.

It has been pointed out that there is a great difference, and justly so, between the work of the shop and of the school. The former aiming at output only, the latter for development for culture and increase in efficiency. To keep this in constant view in the development of the various courses as conditions demand is the duty of the director. This brings us to the organization of the school, which requires a clear view of its purpose and function. The purpose is perhaps most clearly stated in the law pertaining to the Stout Institute at Menomonie, to instruct young persons in industrial art and occupation, and to give such instruction as will lead to a fair knowledge of the liberal art, a just and seemly appreciation of the ability and dignity of labor, and in general to promote diligence, economy, efficiency, honor and good citizenship.

Above all, the school should be valuable and give the instruction demanded, (not for credits, but for its real value) and to avoid the failures of the manual training, and old evening school, attested by the phenomenal growth of the private correspondence schools.

The basis of the organization should be broad, and depending on the general division of vocations as mercantile and industrial. It will then be possible to arrange courses and programs more readily; such subjects as English including literature, physiology and hygiene, gymnastics being necessary and common to both could be easily arranged without regard to courses, the more special courses such as commercial law, millinery, black-smithing, machine-shop, etc., to be arranged by special program. The aim should be to teach the student individually as far as possible in work allied to his vocation.

The selection of teachers is the most vital problem of vocational education. As A. W. Liemers says, the ordinary teachers will not do. Only teachers familiar with economic conditions should give these instructions. Instructors out of the shop would be ideal if they possessed the power of teaching. To relieve the condition, academic teachers with shop experience are the ones desired. For this purpose, Germany has offered special courses, (Ausbildungs Kurse) as has Harvard in its summer school of art and science, by means of which the academic teacher is to become competent to judge the fitness of any individual for a particular vocation. While these requirements for vocational teachers, may

seem severe, they are however, adequately compensated in that the salaries paid for the work are usually 50%-60% higher than that of the academic teachers.

Finally, the director of vocational education should be well aware that there are, and always will be innumerable problems arising in connection with his work. Among the most vital may be mentioned the age limit at which students should be free from compulsory education; whether or not, the employer should pay for at least part of the time when the student is in school, as the resulting efficiency accrues to his benefit also; to what extent, if any, should the control be under the regular day administration.

These suggestions, intended primarily for progressive, academic teachers, who feel inclined to take up vocational work will give, I hope, to the entire teaching fraternity, a view of what is expected and hoped for in solving the problem of vocational education, and while the conditions seem very stringent, when we consider that they affect 70% of all the students of our common schools, it must be conceded that the best teachers are and must be desired.

CREDIT FOR MUSIC STUDY.

One of the signs of the growing co-operation of school and home is the acceptance of supervised private study for school credit. Music, both vocal and instrumental, is thus recognized as a cultural study more than any other art or science, and quite a number of cities give credit in the high school to its serious study.

The reasons for this acceptance of music are well stated by Supt. J. W. Shideler of Junction City, Kans., in a circular formulating rules for private music study. He writes:

"There has been a growing demand among the pupils of the Junction City High School to take some form of instrumental music outside of school. To do this, they had to either run the risk of overwork or postponing their musical training until later in life. The school authorities have arrived at the conclusion that a serious and thorough study of singing or playing any musical instrument is as truly a part of education as any regular school subject. Hence, one-unit credit a year will be granted toward graduation for music taken outside of school on the basis of the requirement of thirty-two credits for graduation, provided, the work is taken under specified supervision.

The requirements are as follows:

1. For instrumental music (piano), the following points will be emphasized: (a) bodily poise—position of hands, (b) correct rhythm, (c) tone coloring, (d) correct peddling, (e) phrasing, (f) expression. (Violin) Omit latter part of (a) and (d) and substitute correct handling of bow.

2. For voice culture: (a) vocal poise, (b) tone quality, (c) tone placement, (d) articulation, (e) pronunciation, (f) smoothness of vocalization, (g) phrasing, (h) expression, (i) interpretation.

3. Application for such credit must be made by parent and must be accompanied by written recommendation of private teacher.

4. No pupil will be accepted who takes fewer than one lesson a week and practices fewer than six hours a week.

5. The teacher must report to the superintendent the first of the following months: October, December, February, April, and May 15, the character and grade of the work, the progress made by the pupil since the preceding report, and the compositions studied with re-

(Concluded on Page 28)

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The Victor XXV

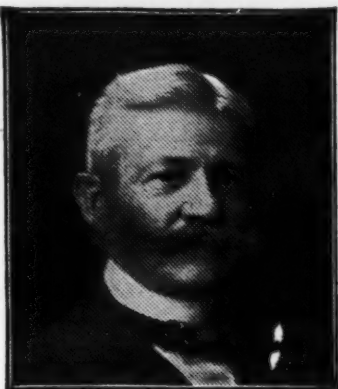
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QUALIFICATIONS FOR DIRECTING VOCATIONAL EDUCATION.

(Concluded from Page 26)

marks concerning the scope and quality of the work done on each composition. The teacher will report a grade in per cent on the basis of 75 per cent for passing work. These reports are to be made in duplicate, one signed and one unsigned.

6. The parent will report to the superintendent the first of every month the number of hours of practice of the pupil.

7. The pupil will be required to pass an examination at the close of the year, under a board of examiners appointed by the superintendent. The examination will be planned on the basis of the unsigned reports of the teacher."

HALF-TIME SCHOOLS.

By Supt. A. S. Martin, Norristown, Pa.

Whenever a considerable number of children are deprived of the privilege of attendance at school or have this privilege abridged to half-time on account of lack of school accommodations, one of two causes operates.

The department of the school system whose function is to provide an adequate number of equipped schoolrooms for the entire district is inefficient; or fire has destroyed school buildings or storm demolished them. The lack of accommodations on account of fire or storm is temporary and does not occur often in any particular school district. The lack of accommodations because of an inefficient department of a school system very often is a more or less permanent condition. It is due to either incompetency or materialism.

When there are more school children than desks to accommodate them in a school district, a problem in school organization exists which should be adjusted at once for the welfare of

all the children. Tradition must give way to realism and an attainable ideal. The traditional solution for the problem is "Put the children on half time".

Ten thousand school children on half-time is equivalent to no school privileges in a city with a population of more than 30,000. Twenty thousand pupils on half-time is equivalent to no school privileges for a city with a population of more than 60,000. The half-time plan is an effort for temporary adjustment. It has never proven satisfactory.

On January 30th, 1913, the Noble Street School building in Norristown, Pennsylvania, was destroyed by fire. School accommodations for nine schools were totally destroyed. The problem was how to furnish school accommodations without delay to the children of this school.

Basements of Churches, deserted halls, and vacant rooms were offered by their owners to relieve the situation. These offers were not considered because time would have been lost in making the modification necessary to adapt these rooms to school purposes. The ventilation and lighting would have been unsatisfactory. The school would have been scattered and disorganized.

The day after the fire the Superintendent directed the Noble Street School to report at the Hartranft School to continue the regular work of the school. The Hartranft Building is the nearest school building to the Noble Street District. Within two days the children of the Noble Street School pursued their regular lessons under normal physical conditions, notwithstanding the fact that prior to the fire every school-room of the entire district of Norristown was occupied.

The Hartranft Schools held their sessions

from eight to ten A. M. and from 12:30 to 2:30 P. M. The Noble Street School held their sessions from 10:05 to 12:05 and from 2:35 to 4:35 P. M. This arrangement furnished four hours of actual instruction each day, two sessions each of two hours' duration. The arrangement provides 84% of the normal time at school in the district. This is a gain of 38% in attendance over the half-time arrangement.

The Norristown plan of two two-hours sessions daily and of two schools occupying the same room daily but at different hours may be applied to relieve the lack of school accommodations in many of the large American cities. The normal-school graduates on the waiting list will constitute the necessary supply of teachers. The expense of employing a sufficient number of teachers cannot righteously be maintained against the welfare of the children.

The problem of supplying buildings to relieve the stress of school accommodations must be finally answered by the citizens. The best arrangement to meet existing conditions is a matter of school organization.

The plan adopted to meet a temporary stress of school accommodations at Norristown may also be adapted to relieve over-crowded schools. It is better to divide a school of fifty or sixty pupils into two schools which will have daily two two-hours' sessions than to continue a school of fifty or sixty pupils during two three-hours' sessions. This plan will furnish each school daily considerable time for organized play. It also furnishes the teachers an opportunity to spend considerable time in visiting schools for the purpose of professional improvement.

If children are deprived of the privilege to attend the normal time, shall they be permitted to attend eighty-four per cent of the normal time or only half-time?



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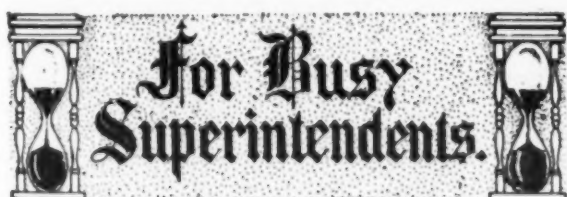
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is equipped to give special advice and service to schools contemplating library equipments. Tell us what books you have and we will tell you what bookcases you need.



ALL-YEAR SCHOOLS ADVOCATED.

Former Superintendent Carroll G. Pearse of Milwaukee, in his final report submitted to the Board of School Directors last month, suggests the need of continuous sessions for the schools. The long summer vacation is, according to the report, not a positive advantage to most children, but a detriment, and should be replaced by a summer term of school suited to the existing hot weather conditions. Mr. Pearse writes:

"With conditions as they are at present in cities, it has become a matter beyond doubt that the long summer vacation with its two months of idleness, is a bad thing," says Mr. Pearse in the report.

"For those children, whose parents take them to the country, perhaps for those who find suitable employment the change of scene or of activity is beneficial, but for those who have nothing to do but play, very likely upon the streets, and for the many thousands who are too young to find employment, the long cessation of consecutive or purposeful effort—the long weeks with 'nothing to do,' break down good habits and beget bad ones.

"It is beginning to be reasonably clear that it will soon be considered the duty of the public school to continue its sessions, for those who wish to take advantage of them, for the full twelve months of the year.

"Not all teachers would or ought to be kept for this work; not all would be needed; not all pupils could or ought to attend thru the summer. Those who could leave the city for the country and those who needed and wished to find employment should do so. But there are likely to remain a considerable number, a large proportion, perhaps, who would be better off in the school than they are under the present arrangement.

"A different day's order shall be followed in such summer term; at least half the time should be devoted to outdoor games, sports, and work, and to handwork in the schoolroom or at the bench. But a reasonable amount of time may be devoted to the usual school lessons without injury to the small students. Such a plan would mean additional investment for school grounds and equipment, but this investment ought, if possible, to be made anyway, for the benefit of all pupils during the entire school year. It would mean an added expense for school maintenance amounting to 5 or 10 per cent. But there is little doubt that the returns would amply justify the investment."

AMONG SUPERINTENDENTS.

E. G. Cooley, former superintendent of the Chicago schools, has accepted the principalship



HON. WILLIAM F. FEAGIN,
State Superintendent of Schools,
Montgomery, Ala.

of the industrial School of the Loyal Order of Moose at Mooseheart, near Aurora, Ill. It is stated that the position carries a salary of \$10,000.

Mr. Algernon S. Higgins one of the oldest educators of Brooklyn, N. Y., and a former associate superintendent of the Greater New York schools, died on October 15th, following injuries received from a fall.

Mr. Higgins was 79 years of age.

Dr. W. H. Holmes, Supt. of the public schools at Westerley, R. I., has been elected Superintendent at Mt. Vernon, N. Y., to fill the vacancy caused by the resignation of Dr. E. C. Broome. Dr. Holmes entered his new duties on November 1st. The position carries with it a salary of \$3,600.

Syracuse, N. Y. Upon recommendation of Supt. P. M. Hughes, the school hours in the high schools which caused a student strike in September have been continued experimentally. The board of education and the superintendent are insisting that the high-school sessions shall be arranged to be most profitable and satisfactory to a majority of the pupils enrolled. They will not be arranged as one of the members of the board said, "to suit the convenience of two hundred children who must work afternoons to the detriment of 2,700."

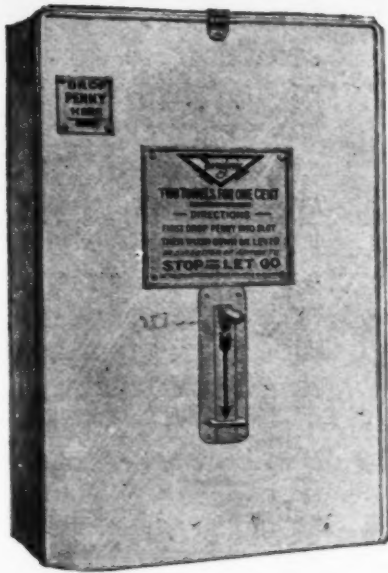
Under the direction of Supt. A. G. Miller, the public schools of Waycross, Ga., have during the past year added one year to the high-school course making it a full four-year school. Two elective courses have been introduced to meet the needs of students who do not expect to enter college. The 6th and 7th grades have been organized into a Central Junior High School, using the departmental plan of teaching. Among other administrative reforms introduced is the abolition of formal examinations, the promotion of pupils on merit, the introduction of a graded system of salaries for teachers based on efficiency and length of service.

The school board of Stratford, Conn., has adopted the policy of naming the school buildings after great inventors. Thus the newest building has been called Eli Whitney after the inventor of the "Cotton Gin."

Paper Towel Cabinet

== AN AUTOMATIC ==
COIN CONTROL MACHINE

NO WASTE OF TOWELS BY
SCHOLARS



TEACHER HAS ABSOLUTE CON-
TROL OF MACHINE

Many cities have neglected to introduce the Sanigenic Paper Towel into their schools because of the large expense due to waste. This Cabinet operates only in connection with a special slug furnished at will by the teacher, consequently it eliminates all waste by the pupil. The per capita consumption can readily be estimated and the appropriation made will be correct for the year.

Write for full particulars to the

Mt. Holyoke Tissue Mills, Holyoke, Mass.

Sole Manufacturers

THE USES OF PRINTING

Professor Henderson, of Chicago University, speaking of a recent vicious criminal said: "Here is a man who might have been saved if he had been given vocational training in the critical years of his life."

S. J. Vaughn, in charge of the printing office of the Northern Illinois Normal School at DeKalb, Illinois, says: "Even the worst boys love to work at the trade; they seem to be fascinated by it; they will cut a baseball match or other sport for the privilege of handling type and press."

Thus the printing outfit in a school becomes at once an educator in the highest sense; it teaches permanently language, grammar, spelling, division of words, capitalization, style; it gives delightful occupation to the otherwise idle; it teaches a trade; it attracts by its usefulness; it reforms by that attractiveness which points to something worth while.

Estimates of offices suitable for schools furnished on application.

Barnhart Brothers & Spindler

CHICAGO NEW YORK CITY WASHINGTON, D. C. ST. LOUIS
DALLAS KANSAS CITY OMAHA ST. PAUL SEATTLE

FOR BUSY SUPERINTENDENTS.

In compliance with the provisions of the Alabama law of 1911, forty counties have since October 1st established new systems of educational administration. Under the new arrangement county superintendents are required to devote their entire time to the supervision of schools and to keep records of what has been accomplished. For their services they are paid straight salaries similar to city superintendents.

It is provided that each county superintendent shall keep records of his work and present reports of the same to the state department of education. The reports constitute answers to questions on thirty different topics, arranged in blank form. These must show the total attendance, the number of absentees, number of teachers employed, number of days the teachers worked, the number of grades taught and affiliations with library and school improvement associations.

The change in the method of compensating the superintendents places the office on a plane with city superintendencies and abolishes the fee plan by which money was drawn out regardless of inspections. The new arrangement makes it possible to ascertain whether superintendents are in reality devoting themselves unreservedly to the work and also enables the state department to discover which officials are capable and which are not.

An educational survey, with a view to simplifying and revising the entire curriculum of the Kansas City, Mo., schools, has been decided upon by the board of education. Authority has been given to Supt. I. I. Cammack and his assistants to conduct the survey.

The first step was taken at the October meeting of the board, when it was decided to employ W. W. Charters, dean of the department of education of the University of Missouri, to superintend the revision of the study of grammar in all the city schools. A further survey of the entire course of studies of the schools is to be made by the superintendents and in special instances by experts employed from the outside.

"This is something we have had under discussion for some time," Henry L. McCune of the Board of Education said recently in a public interview. "We are approaching it in a scientific

manner. Our present course of study is unbalanced. It has been so for some time. We have been stuffing new studies in the school courses until the children are so crammed that they can hardly stand under the load of multiplicity of studies.

"The entire object of the survey is to simplify. We must obtain better courses of study and we must take out the unnecessary studies. The educational survey will show the weaknesses, of which we know there are many, of the present curriculum of study."

Under the provisions of the revised Iowa compulsory attendance law, by which all children under sixteen who have not completed the eighth grade must attend school regularly, a large number of children have been returned to school. Many of these have been regularly employed in shops or factories and cannot be placed with advantage in the regular classes. They are not amenable to the methods and discipline suited to much younger children and cannot derive the full benefit of the instruction offered.

To meet the needs of these pupils, special classes have been organized in Des Moines, Davenport and other cities, offering the common branches and some special lines of manual training and domestic science. Emphasis is placed upon the practical phases of English and arithmetic and handwork is given a vocational turn.

Mr. E. E. Knepper, formerly superintendent of schools at Monrovia, Cal., and lately assistant superintendent of the country schools, has advanced a novel plan for reducing the cost of living. Mr. Knepper urges the establishment of night schools and social centers in the country schools where the farmers might gather to study better methods of agriculture, read books on new methods of irrigation, fertilization and farming, and hear lectures by experts on topics related to their work. The idea is advanced in the belief that increased crops at the same or reduced cost of planting would result. Another plan would give every child an opportunity to develop himself along practical and inventive lines.

Mr. Axel C. Johnson, for four years superintendent of schools at Windsor, Colorado, has been elected to the superintendency of the city

schools and the Converse county high schools at Douglas, Wyo. Mr. Johnson succeeds A. R. Lang who has assumed the superintendency of the high schools of the Panama Canal Zone.

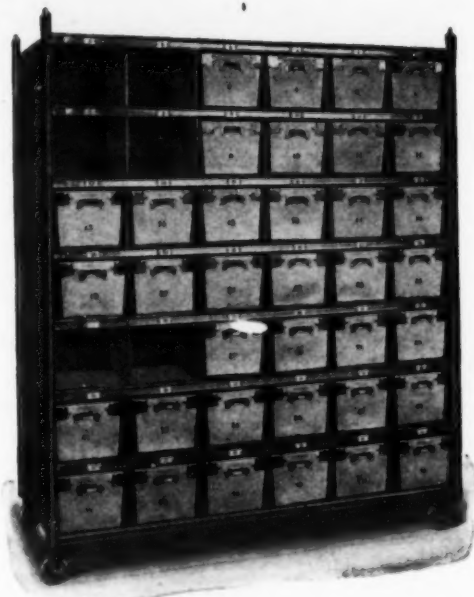
Professor William A. McKeever, who has held the chair of Philosophy in the Kansas State Agricultural College, has recently been called to the University of Kansas to accept the professorship of Child Welfare. Dr. McKeever assumed his new office on October first.

Dr. David Spence Hill, who is at the head of the department of educational research of the Superintendents' department of the schools of New Orleans, La., has returned from a trip across the United States from Portland, Ore., to Boston, obtaining data for his new department. Mr. Hill will at once begin making a vocational survey of the city with a view of obtaining data for the Delgado Central Trade School which will soon be established and for which a legacy that will soon amount to a million dollars, has been bequeathed.

Greater freedom in bodily movements and the substitution of book reading for chart lessons are two improvements to be accomplished in primary teaching in the schools of Minneapolis, Minn. Assistant Superintendent Elizabeth Hall has recently impressed upon the teachers the necessity of freedom during a part of the day in order that the strain of inaction may be relieved and individuality developed. It was pointed out by Miss Hall that teachers might during the reading and drill periods secure enough discipline to cover the entire day and that it should not be necessary to confine the pupils to their seats during the whole day. Teachers must assume the direction of studies and compel the completion of work assigned, but during the remainder of the day freedom for play or work should be the rule.

The new arrangement gives the children the privilege of walking from the seats to the supply tables in the rooms and of selecting what they choose to work with during the time that games or books are allowed. Individuality is the aim striven for in primary work as it is believed love for what is studied will keep alive in the children the interest which is the chief purpose of the studies.

The Kansas City Locker System



Invented for use in Y. M. C. A.'s, has been modified so as to be suitable for school purposes.

This system overcomes the necessity of an individual locker for each pupil using the gymnasium. It is necessary to provide only enough lockers for the largest class that will use the gymnasium at one time, and a small, inexpensive fibre box for each pupil, in which gymnasium suits, slippers, etc., are stored.

This system affords a considerable saving over the cost of installing an individual locker for each pupil; economizes in floor space and makes possible absolute control and supervision.

The most important feature, however, is the greater sanitation which this system makes possible. The school should, in a practical way, illustrate the necessity of sanitation by being itself a model of sanitation. This, however, is not true of the present system, which provides for the storage in a much too large locker of a soiled gymnasium suit which gives off obnoxious odors, and allows the student to wear an unclean germ-laden

suit just as long as it will hold together, sometimes two or three years without washing.

All of this is overcome in the Kansas City Locker System.

If you are building or contemplating a new building you should at least investigate the merits of this system. We will be glad to send you our interesting literature on this subject.

FRED MEDART MFG. CO.

Gymnasium Outfitters

—•—

St. Louis, Mo.

Thru the efforts of Supt. J. B. Heffelfinger of El Dorado, Kans., a Parent-Teachers' Club has been organized which has for its aim the closer co-operation of the school and the home; the study of modern school methods, conditions and facilities; the recommendation of plans for the betterment of the schools and the stimulation of the community meetings for the social betterment of the school districts. Dr. R. B. Harp is president of the Club and Supt. Heffelfinger is the publicity agent.

In Maine schools last year 4,291 children were repeating the work of a grade. Of this number the great majority, 2,396, were boys. These figures emphasize the importance of individual instruction and other means which will prevent the educational and economic waste that must follow an unnecessary repetition of school work. At the Conference of School Superintendents held at Castine in July, various methods of preventing this waste were under discussion and a number of superintendents explained how they were dealing with the problem in their own communities.

Supt. I. I. Cammack of Kansas City, Mo., has established a system of organized play for the public schools. The aim is to develop the children physically by scientific means rather than to allow them to follow their inclinations in playing. It is the belief of Supt. Cammack that organized play in the way of physical culture exercises and active games, will benefit all the children alike, avoiding over-exertion as well as lack of outdoor exercise.

Fall River, Mass. The school board has adopted the policy of employing assistant teachers only when their services are immediately required. The conditions vary greatly in different sections in the matter of assistants and it is believed that by following the new plan a fewer number of these instructors will be needed the present year.

Springfield, Ill. Following a discussion on the classification of teachers, the school board has ruled that only the head of a department in domestic science or art be designated as a supervisor. All others are to be classed as special teachers. Pupils in the first and second grades have been placed under the direction of the teacher of drawing; those of the third, fourth,

fifth and sixth grades, under the supervisor of domestic science; pupils in the seventh and eighth grades are placed under the superintendent of schools, while the domestic science and art department of the high school is to be controlled by the principal.

Upon the recommendation of the superintendent, the school committee of Boston, Mass., has ordered that appointments of additional teachers in elementary schools shall be made on the basis of one teacher for every forty-four pupils belonging to the first grade. For the remaining grades, one teacher for every forty-six pupils is provided.

Mr. Clarence H. Dempsey, formerly of West Fitchburg, has been elected superintendent of schools at Haverhill, Mass., with a salary of \$3,500 per year.

Mr. Dempsey has been superintendent at Malden and is considered one of the most progressive and aggressive schoolmen in Massachusetts. He assumed his new duties on November first.

Natchitoches, La. The school board has elected L. E. Hudson as parish superintendent of schools to succeed A. E. Bath.

Mr. John C. Hanna, for fifteen years principal of the Oak Park high school, resigned on October 13th to accept the newly created post of supervisor of high schools for the state of Illinois. Mr. Hanna who has been identified with school work in Ohio and Illinois for thirty years, will take up his new work about January first, and will make his home at Springfield. He will have charge of the inspection of secondary education in the five hundred high schools of the state.

Stuart A. Courtis, of Detroit, is announced by the University of Oklahoma, as consulting director of the newly established "Department of Measurement, Standardization and Efficiency" in the School of Education. Mr. Courtis who is well known as an originator of the Courtis standard tests in arithmetic, will act in an advisory capacity to the faculty of the School of Education, conducting conferences with the thirty or more school superintendents who are now engaged in the collection of records among their pupils in Oklahoma.

Mr. Courtis' connection with the University of Oklahoma dates from the summer session of 1913, when he delivered in Norman a series of

twelve lectures on educational measurements, with special emphasis on the collection of data in the fields of arithmetic and penmanship. In this course of lectures he presented a summary of the results of the tests he has conducted upon approximately 100,000 pupils and demonstrated their application to classroom work and to supervision. His work created such a favorable impression that he was secured as a permanent acquisition to the University faculty, in co-operation with whom he will work in the improvement of the elementary schools of the state.

Supt. E. E. Rice of Decatur, Ind., has accepted the superintendency of the public schools at Richmond, Ind.

Prof. E. L. Holton, of the Kansas State Agricultural College, Manhattan, Kans., has been appointed by the governor of Maryland to make an educational survey of that state.

Newton, Kans. Thru the efforts of Supt. B. F. Martin, parent-teachers' clubs have been organized in every ward school of the city and much interest has been evidenced in the equipment of playgrounds. In addition to various small donations for equipment, a local bank has made a gift of \$100 to the schools to be used in obtaining special school materials that may seem necessary.

The public schools of Detroit, Minn., have become state-aided consolidated schools and are now offering instruction for the children in the country immediately surrounding the city. Three school wagons are used to transport the children to the central schools. Other new lines of work which have been introduced by Supt. F. E. Lurton include a truant officer employed on a regular salary, a school matron to care for the children in the lunch and playrooms and to dust and care for the general housekeeping of the schoolhouses.

A four years' course in agriculture, bookkeeping, public speaking and gymnasium work are among the new studies introduced in the high school. The board of education has adopted the budget system of levying and expending taxes.

Everett, Wash. Since November first students in the high school have been prohibited from membership in fraternities. The penalty of expulsion is provided where students fail to obey the rule.

Slate Blackboards for Rural Schools



The smallest rural school just as well as the largest city school can be equipped successfully with slate blackboards.

State and County Superintendents of Public Instruction very often forget the efficiency of slate for rural schools.

The eyes of the country child are just as precious as the eyes of any child. The best is therefore none too good and slate is the ideal material.

Don't imagine we can't ship in small quantities. We can and will ship to any state of the Union or part of the world in any and all quantities.

Remember--the rural school is our specialty.

Therefore--always---specify slate for blackboards.

18 Facts About Slate Blackboards

- 1 Simple to install.
- 2 Cheap in price.
- 3 No repair bills.
- 4 Absolutely non-absorbent.
- 5 Do not warp.
- 6 Do not discolor.
- 7 Most hygienic.
- 8 Easily washed.
- 9 Wear for years.
- 11 No uneven surfaces.
- 10 No scaling or peeling.
- 12 Easy on teacher.
- 13 No resurfacing.
- 14 No janitor complaints.
- 15 No glossy surfaces.
- 16 No dust pockets.
- 17 Eye strain eliminated.
- 18 Best chalk marking surface.

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E. J. Johnson, 38 Park Row, New York City	M. L. Tinsman & Co., Pen Argyl, Pa.
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Not a Cabinet of —Curios—

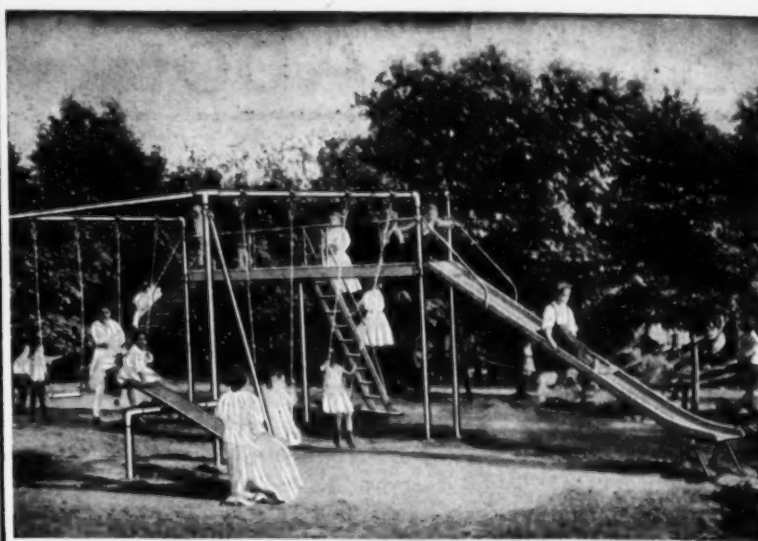
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SCHOOL PLAY OUTFITS

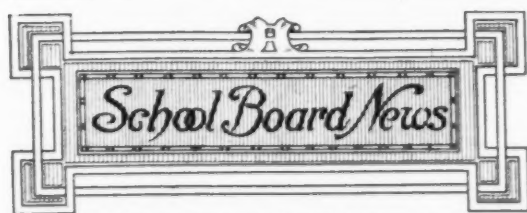
Compact—Economical—Efficient

Catalog X-3 gives full particulars

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CHICOPEE, MASS.



NIGHT SCHOOLS CO-OPERATE.

The Philadelphia night schools offering courses of instruction in industrial, commercial and technical subjects have been recently united in a movement to bring their work more prominently before the public.

Thru the efforts of the Public Education Association, a conference representing all of the schools has been organized to conduct a campaign of advertising in the press by means of posters and circulars. Under the arrangement, Secretary James Hiatt of the Public Education Association, and his assistants, act as a clearing house for information on the opportunities for evening instruction in industrial and technical branches.

The co-operation of employers secured by the Conference has already borne fruit. Some industrial establishments have offered to pay a portion of the cost of tuition for any of their employes who desire to take advantage of the high-grade instruction offered by the various technical schools which have joined the Conference. Others are organizing night classes in their own shops, and skilled workmen are coming from Harrisburg, Trenton, Wilmington and other distant points, to secure training in their own lines of employment.

SCHOOL BOARD NEWS.

The Russell Sage Foundation has recently published its findings of a "social survey" of Newburgh, N. Y. The report of the survey is chiefly interesting in that a spirit of helpful suggestion, rather than indiscriminate criticism, pervades each of the nine divisions. The schools of Newburgh are treated very fully and some interesting shortcomings are pointed out, which the school board and the teaching corps are asked to remedy.

With the reorganization of the supply department in charge of a superintendent of requisitions, and the operation of a checking system for principals, the school board of Minneapolis since July has been able to reduce the expenditures in this department to about one-half.

During the past summer a thorough overhauling of supply rooms in the various buildings was made and materials in excess of the amount required in any building were transferred to those in need of larger supplies. The changes have resulted in a saving in supplies needed and a reduction in expenditure from \$100,000 to between \$40,000 and \$50,000.

Another important innovation has been put in operation by the rerouting of the delivery wagons. Each building is on one of ten routes and is visited by a wagon bi-weekly. One auto truck and two teams constitute the delivery equipment.

The Cleveland, O., board of education is facing the necessity of formulating a definite, well-thought-out building policy to keep pace with the annual growth of school population.

Altho four new buildings were put in commission in September last, to take care of an expected increase of 5,000, they failed to remedy the situation which had existed for a year past. More than 6,000 children are now attending classes in portables, dwelling houses, or are going to school only part of the day.

No well formulated expansion policy has been adopted by the board of education during the past fourteen years. Assistant Superintendent B. U. Rannells has urged that any policy which may be adopted shall cover a period of ten years ahead and shall include immediately annual bond issues of not less than \$500,000.

Chicago, Ill. The buildings and grounds committee of the board of education has permitted the public use of one of the school gymnasiums for several hours each night. The extension of the idea to other schools will depend upon the success of the same in the present building. The action was taken on the basis that the schools are for the people and that the public should have the benefit of the expensive gymnasium equipment so long as rights of property are respected.

Instead of closing the door to entrants to the Normal school after February, 1914, as was con-

templated by the New Orleans School Board, it was decided recently to raise the entrance requirements.

Children residing in parishes adjoining Orleans parish, which is the City of New Orleans, will be permitted to attend the public schools in New Orleans without paying tuition, provided there are no adequate school facilities in the neighborhood in which they reside, and provided further that the parents are too poor to pay tuition or happen to be paying taxes on property in New Orleans.

The manager of the Grand Rapids Street Railway Company has notified the school board of Grand Rapids, Mich., that all cars will be run slowly by school buildings, especially those buildings where pupils play in the street.

Minneapolis, Minn. The school board has begun the equipment of the school buildings with fire exit latches.

Long Beach, Cal. Edward S. Akers, formerly with the auditing department of a large railway corporation in Los Angeles, has been appointed business manager of the public schools. His duties will be the buying of supplies, overseeing all contract building and repair work and the supervision of the truancy department. A salary of \$1,500 per year is provided.

The school board of Coffeyville, Kans., has passed a resolution requiring that students in the high school shall be assisted in obtaining books and supplies whenever it becomes necessary through pecuniary difficulties in the family. In order to make the scheme feasible, the board has purchased manual training books and instruments which regularly sell at \$7.00 per student at a greatly reduced price. These will be rented at a nominal sum and the rental fees applied to the reduction of the initial cost. It is proposed to handle the supplies in such a manner that all rebates and discounts shall accrue to the benefit of parents who are at a disadvantage in providing a high-school education for their children.

Milwaukee, Wis. Three moving picture machines have been proposed by the board of education for use in the evening social centers. Films on travel, home-life and sanitation will be shown.

Boston, Mass. The school committee has extended the school day in the grades from five to

Things Seen Impress Deeply ---Are Remembered Longer

Place before the student's eye in photographic form, the essential factors of the subject — let him visualize your thoughts, see connectedly the salient ideas running thru the course, and at the end of the term what you have taught will be better fixed in his mind.

UNDERWOOD & UNDERWOOD Stereopticon Method of Visual Instruction

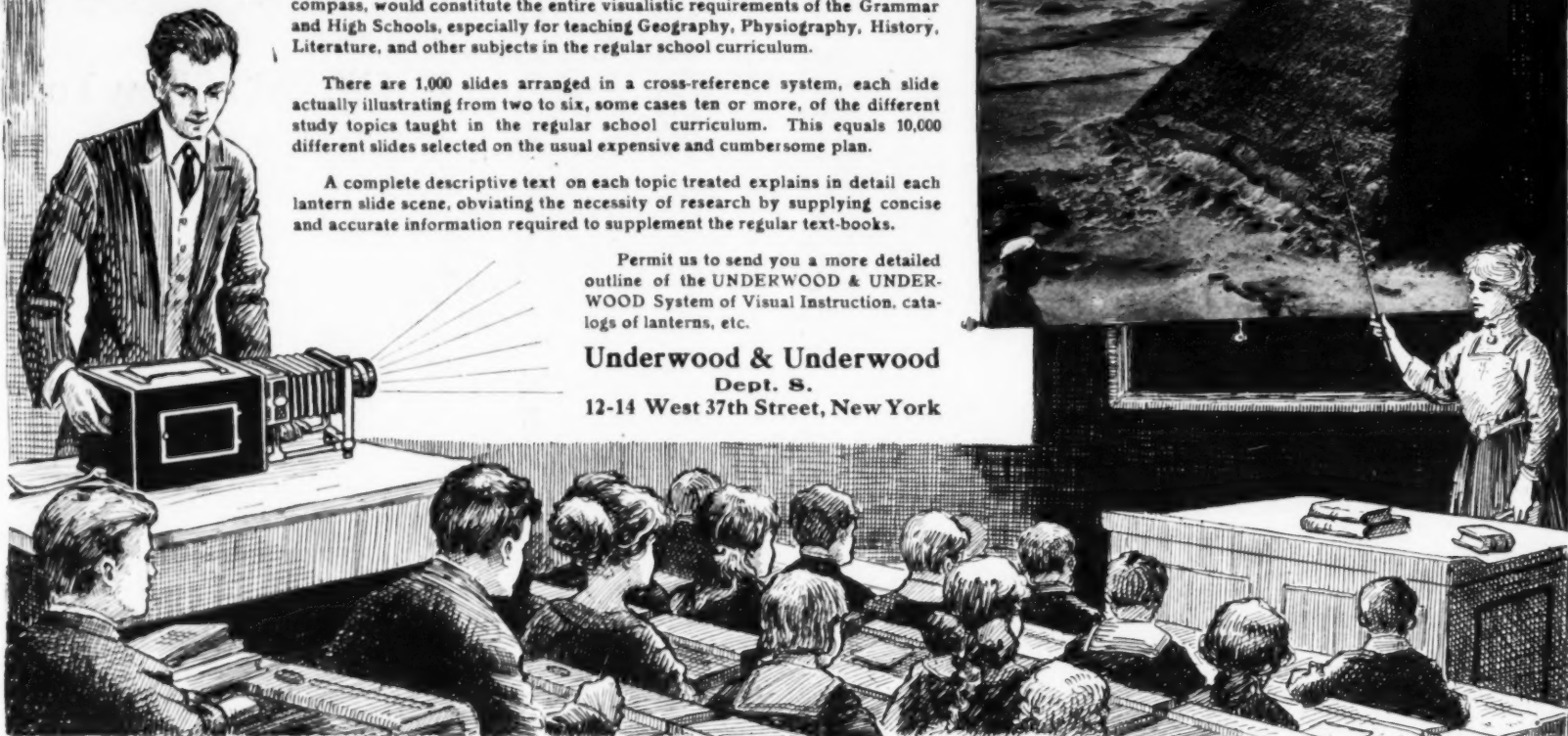
has been worked out by some of the foremost educators of the country to help the teacher accomplish this object. The purpose was to produce a series of lantern slide scenes which, in the smallest possible compass, would constitute the entire visualistic requirements of the Grammar and High Schools, especially for teaching Geography, Physiography, History, Literature, and other subjects in the regular school curriculum.

There are 1,000 slides arranged in a cross-reference system, each slide actually illustrating from two to six, some cases ten or more, of the different study topics taught in the regular school curriculum. This equals 10,000 different slides selected on the usual expensive and cumbersome plan.

A complete descriptive text on each topic treated explains in detail each lantern slide scene, obviating the necessity of research by supplying concise and accurate information required to supplement the regular text-books.

Permit us to send you a more detailed outline of the UNDERWOOD & UNDERWOOD System of Visual Instruction, catalogs of lanterns, etc.

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five and one-half hours. The extra period will be used in preparing lessons for the following day and will obviate the necessity of home study.

The school committee of Boston, Mass., has removed from the principals the authority to omit the afternoon sessions during stormy weather. This authority is now placed with the superintendent.

Mr. D. W. Springer, secretary of the National Education Association, has been elected a member of the Ann Arbor board of education. Three members of the board were elected at the recent fall election and of the nine candidates, Dr. Springer obtained two-thirds of the votes. No better expression of the local appreciation of Mr. Springer's nation-wide work for education could be made.

Houghton, Mich. The evening use of the high school for the social activities of the students has been permitted. Outsiders are not admitted to these affairs.

As a means of preventing accidents and of allowing unlimited use of the school playgrounds, the school board of Champaign, Ill., has removed all iron railings surrounding these grounds.

Industry, Ill. As a means of providing its own electric current for school purposes, the school board has recently installed in the high school an electric plant at a cost of \$1,500. The new plant includes storage batteries which make it possible to operate 100 lamps for three hours or fifty lamps eight hours, a dynamo taking care of three electric stoves, three ovens, several electric irons and motor circuits for running the machinery in the manual training department and for supplying electric lighting facilities.

The present winter will witness the continuance of free public lectures for adults in the various boroughs of New York City. The plans call for a series covering nearly 2,000 lectures at 180 school buildings and rented halls. Among the features will be a series on fire protection.

Anaconda, Mont. The school board has requested that the superintendent hold frequent tests in the lower grades of the schools to ascertain whether the pupils are well up in English and arithmetic. It is proposed to keep close watch on the progress of the pupils in these branches.

Sanford B. Hubbard, one of the oldest school-board employes in New England, was on October first retired on a pension by the Cambridge, Mass., school committee. Mr. Hubbard had been connected with the Cambridge schools since 1886 and since 1888 has been secretary to the committee.

Cleveland, O. The safety campaign which proved so successful last year in reducing the number of street accidents, has been continued this year by the school authorities. Several thousand placards and blotters have been prepared which place prominently before the pupils warnings in regard to street traffic. The placards bear the following inscription:

"Look out for the cars before crossing the street."

On the blotters are these don'ts:

"Don't play on the streets where there are cars."

"Don't cross street car tracks without looking both ways."

"Don't cross the street if you see a car coming."

"Don't try to get off a car while it is in motion."

"Don't lean out of a car window."

"Don't face to the rear in getting off a car."

"Don't touch or allow anyone else to touch any wire."

"Don't let your schoolmates get into any danger on the streets."

Bond, Miss. Teachers signing contracts to teach in the public schools were recently required to make an agreement not to marry during the school year. The agreement was found necessary because of the fact that the teachers left school in the middle of the term for the purpose of marrying and the authorities had difficulty in finding substitutes to fill out the session.

Lincoln, Ill. Teachers in the local schools were recently required to pass a medical examination previous to their appointment on the teaching staff. The examination is similar to that used for persons taking out insurance policies.

Pittsburgh, Pa. Teachers who wish to retire on a pension previous to the completion of the

prescribed twenty-five years of service must undergo examinations. Two physicians from the medical inspection division of the board of health have consented to do the work free of charge.

Loyalty to state interests has recently prevailed upon the school board of Salt Lake City to place contracts for 8,000 tons of coal at a price of thirty cents in excess of a responsible offer from a Wyoming producer. In June last, the board's call for bids was followed by thirteen identical offers from dealers who in the opinion of the board, had formed a combine to hold prices at the highest figure. Later a bid was received from a Wyoming concern at \$2.95 per ton or thirty cents below that quoted by the Utah firms. The board, however, decided to patronize home industry at the expense of economy.

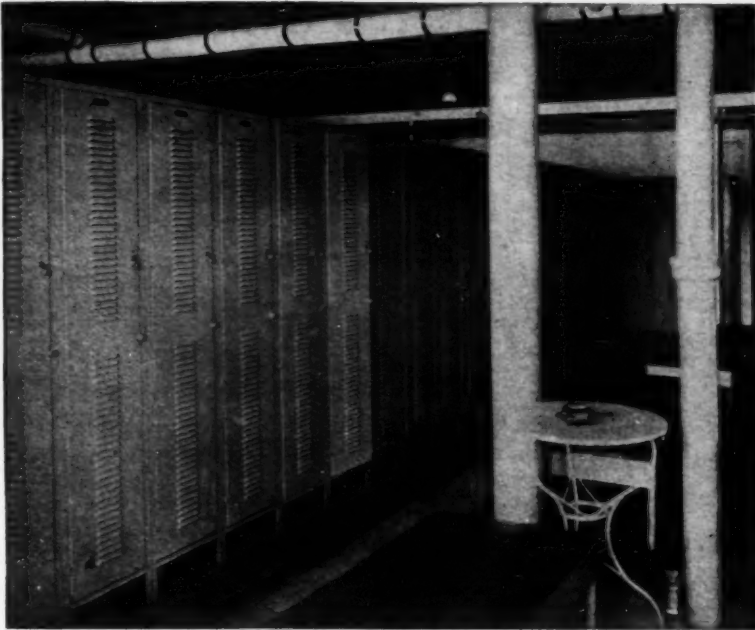
Tacoma, Wash. The board of education has co-operated with the city commission in obtaining a measure which shall fix the speed limit of vehicles passing schoolhouses at twelve miles per hour. It is intended that signs shall be placed for the observance of drivers.

Indianapolis, Ind. The board of school commissioners has recently called the attention of principals and teachers to the rules prohibiting the holding of religious, political or commercial meetings in school buildings. The action was taken to avoid conflict on the question of allowing candidates for the position of school commissioner to address meetings in the schools.

Peoria, Ill. Contrary to the rules of the board, the school halls have been opened for public entertainments under the direction of the local teachers' club. An admission fee is to be charged but the board granted the request on the basis that the teachers' club was identified with the public school system and provided entertainments of an educational character.

Chicago, Ill. A resolution has been approved by the buildings and grounds committee of the school board calling for the discharge of all employees of the school engineers under eighteen years of age. It has recently been learned that 112 boys and one girl under the above age have been employed to open and close windows and empty wastebaskets. The children received pay from the school appropriations for the duties they performed.

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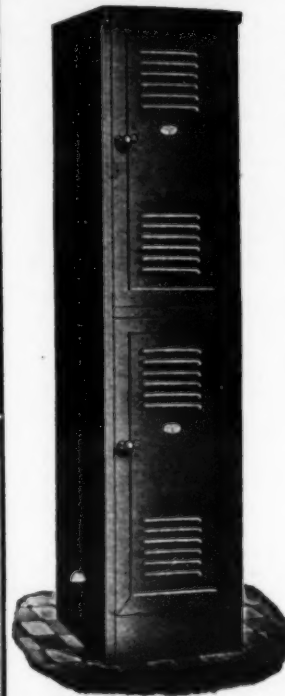
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TO JUDGE TEACHING EFFICIENCY.

How shall the teacher judge of her own strength and weakness in those important matters which are not expressed in classroom averages and which do not appear in examination results? How shall the principal and superintendent judge her in those things which are classified under the vague term "personality"? Can this judgment be made relatively accurate and definite by a device which will compel consideration of definite, concrete reasons?

A card which appears to be most practical for use by the average superintendent, supervisor and principal, for judging teaching efficiency, has been published recently by the New York Bureau of Municipal Research. It is so comprehensive, yet simple, that it can be used by any professional administrator in a country district as well as a large city. It will even be helpful to school-board members in forming their lay opinions on the strength or weakness

of the teaching which they witness when visiting schools.

The plan for the use of the card involves independent marking of the same by the teacher, principal and superintendent. While the former may not like the idea of judging herself for use by her superiors, it is not likely that she will fail to tell the truth if the card is presented to her first. Her own pride will urge her to be honest and to immediately set about remedying the faults which she has found with herself.

The card will enable the principal to sit down with the teacher and say: "Now, Miss Smith, when I come into your room this year, I shall have in mind not some vague abstract thing in judging your teaching, but rather concrete, separate things listed on this card. In the same way, the superintendent will have this same kind of definite thing in mind when he judges you and when he judges me. In-

stead of marking me high or low on personality for reasons which neither he nor I can explain, he will come for the purpose of helping me to be strong on all points. He will mark me high poised or nervous, pleasing or harsh, encouraging or nagging, according to what he sees of my work. In the same manner, I shall not talk about your abstract teaching ability, but about your habit of asking irrelevant questions, of confining material to your text, of failing to give definite and clear assignments, of keeping or not keeping a record of recurring errors likely to retard progress of pupils. My purpose in asking these questions about you, like the purpose of the superintendent in asking questions about me as well as yourself, is to find where together we can increase the strong points and reduce the weak points. I suggest that you take this card, keep it before you and think of your work in each of these different ways, instead of just as work."

To Help Teachers Discover Their Own Strength and Weakness		To Help Supervisors Help Teachers Where Need Is Greatest		The first sheet is sent to invite your criticism and suggestion		Superintendent Carden of Cincinnati has requested 500 for his teachers									
Issued by the New York Bureau of Municipal Research, 261 Broadway, New York		Issued by the New York Bureau of Municipal Research, 261 Broadway, New York		(Check ✓)		(Check ✓)									
TEACHER	PRINCIPAL	TEACHER	PRINCIPAL	TEACHING ABILITY	EVIDENCE AND REMARKS	TEACHING ABILITY	EVIDENCE AND REMARKS								
1. PERSONALITY OF TEACHER (Check ✓) 1. Teacher appears to be: egotism _____ weak _____ poised _____ nervous _____ neat _____ slovenly _____ at ease _____ embarrassed _____ 2. Voice is (Check ✓): pleasing _____ harsh _____ clear _____ indistinct _____ low _____ high _____ 3. In her personal relations with pupils does she appear (Check ✓): to stimulate _____ to suppress _____ to be cordial _____ to be distant _____ to be sympathetic _____ to be antagonistic _____ to be tactful _____ to be tactless _____ to be enthusiastic _____ to be indifferent _____ to be prompt _____ to be slow _____ to be systematic _____ to be unsystematic _____ to be dignified _____ to be undignified _____ Illustrations: _____				2. THE TEACHER'S 1. No. of pupils to whom appearing to be interested _____ indifferent _____ energetic _____ lazy _____ independent _____ dependent _____ 2. Response of pupils: No. giving: (a) correct logical responses _____ (b) correct or plausible responses _____ (c) incorrect responses _____ (d) no response _____ 3. No. of pupils who are not reacting _____ reacting once _____ twice _____ three times _____ more than three times _____ 4. No. pupils to whom not reacting _____ reacting _____ No. of pupils who are not reacting _____ reacting _____ 5. No. of pupils making pertinent questions of fact _____ pertinent questions of opinion _____ 6. Time lost (Check ✓ under yes and no): (a) Calling class _____ (b) Distributing materials _____ (c) Indistinct speech of teacher _____ (d) Indistinct speech of pupils _____ (e) Unnecessary talking of teacher _____ (f) Unnecessary talking of pupils _____ (g) Failure to have discipline ready _____ (h) Use of ill adapted device _____ Illustrations: _____				3. Teaching Ability as shown by a. Extent to which teacher's: (1) thought-provoking _____ (2) thought-provoking _____ (3) suggesting the answer _____ (4) answered by "yes" or "no" _____ (5) irrelevant _____ (6) not definite-vague _____ b. Extent to which material is: (1) confined to text _____ (2) within pupil's comprehension _____ (3) related to children's past and experience _____ (4) related to children's present or future needs _____ (5) worth while _____ c. Extent to which the teaching: (1) is formal, mechanical _____ (2) stimulates initiative of pupils _____ (3) requires independent thinking _____ (4) requires pupil's resources, resources _____ (5) requires cooperation of pupils _____ (6) is based on accurate knowledge _____ (7) requires pupils to organize material _____ (8) requires children's own _____ (9) clears up pupils' difficulties _____ (10) changes use of material in relation to present or future problems _____ Illustrations: _____				4. Extent to which the teacher: a. definite and clear? _____ b. related to present lesson? _____ c. such that the pupils were prepared to attack it intelligently? _____ d. formal—open book? _____ e. by topics or problems? _____ f. highly made at dictation? _____ g. controlled? _____ h. corrected? _____ i. corrected? _____ j. corrected? _____ k. corrected? _____ l. corrected? _____ m. corrected? _____ n. corrected? _____ o. corrected? _____ p. corrected? _____ q. corrected? _____ r. corrected? _____ s. corrected? _____ t. corrected? _____ u. corrected? _____ v. corrected? _____ w. corrected? _____ x. corrected? _____ y. corrected? _____ z. corrected? _____ aa. corrected? _____ ab. corrected? _____ ac. corrected? _____ ad. corrected? _____ ae. corrected? _____ af. corrected? _____ ag. corrected? _____ ah. corrected? _____ ai. corrected? _____ aj. corrected? _____ ak. corrected? _____ al. corrected? _____ am. corrected? _____ an. corrected? _____ ao. corrected? _____ ap. corrected? _____ aq. corrected? 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The Service of the Hand in the School.

By Woutrina A. Bone. 210 pages. Price, \$1.00, net. Longmans, Green & Co., New York.

England and Germany have gone farther than the United States in training the hands of children. In this book a lecturer in education, at the University of Sheffield, offers a record of what some of the students and teachers have done with her in the schools. Tho she modestly disclaims any claim to great originality this record of work done with pupils between five and eighteen years of age is most valuable.

In behalf of handwork she urges: (1) it makes possible the gradual introduction to the child the more formal atmosphere of the school proper; (2) the impulse of children towards making; (3) handwork in its results places a child in the position of a giver—a most important attitude, as he puts something of himself into his gift; (4) handwork is one of the best will-forming agents.

So much for some points on the theoretical side of the question. Now for the practical side. A definite plan runs through the scheme of work, yet the fullness of details gives a sense of freedom. The "little tots" with blocks, balls, carts, dolls, and pictures that have been made by the older pupils. This is as it should be, for are they not "little tots"? The imaginative stage of childhood soon comes when the most unlikely objects can do the most unlikely things. This world of "make-believe" is not hampered by hard facts. But at eight or ten children are "ready to make things." This golden period may be utilized to advance them along several lines; as constructive work, simple decorative work, color work. As children grow still older handwork may in many ways develop group work and the idea of social service, thru making articles

either for the "little tots" or for general use in school. The author in a delightful chapter tells how a series of lessons were given the older pupils under the general heads of shelter, locomotion, protection. Chapters on the history of different crafts in different countries trace the progress of the race and form a fine climax. Apt quotations from acknowledged authorities enrich many pages. The variety and originality shown in the ninety illustrations is almost surprising.

The Teaching of Spelling.

By Henry Suzzallo with an introduction by Frank M. McMurry. 128 pages. Price, \$0.60, net. Houghton, Mifflin Company, Boston, New York, Chicago.

As a critical study of recent tendencies in method this little volume is a revelation to the teacher who believes that spelling is a mechanical study. The author argues that spelling is worthy of being placed upon the same plane with history and reading and that it be taught and studied thoughtfully and tested with standards as high as those for any other school subject. Mere drill—such as every lay critic of present day schools calls for—should be subordinated to thoughtful association as the main means of memorizing the spelling of words. The book is a most valuable contribution to the literature of method.

The New York School Inquiry.

A digest. Paper, 68 pages; 25 cents. Bureau of Municipal Research, New York.

To criticize this pamphlet were to discuss the entire findings of the New York School Inquiry. It is prepared in the usual crisp style of the "Bureau" publications and gives the salient findings of the several investigations in tabloid form. It adds, also, the events which led to the inquiry, how it was received, the cost and the single official reply made to the findings of the experts.

"While the New York school inquiry has come and gone," says the preface, "inquiring into New York school conditions has just begun. Whatever errors in the school inquiry reports may later be shown * * * the findings themselves will be helpful for years to come."

For these findings, called by the bureau "twenty rediscoveries for New York's public schools by the school inquiry and school board," credit is given not only to the Board of Estimate, but to the Board of Education for "independent and vigorous action in heading out schools back to the child."

The Teaching of Arithmetic.

By David Eugene Smith. Cloth, 12mo., 196 pages. Price, \$1. Ginn & Co., Boston.

This noteworthy book places before teachers a sane and advanced, perhaps in some respects a too advanced, discussion of the larger problems of arithmetic in American elementary schools. The history and present purposes of arithmetic, the methods that are most widely used and the subject matter of the various grades form the main divisions of the work and much space is devoted to the nature of the problems, the arrangement of material, the place of oral arithmetic, the nature of written arithmetic, analyses expected of children, modern improvements in technique, interest and effort, subjects for experiment, and the game element in the primary grades.

The author makes clear that he is in full sympathy with the criticism of present-day teaching that the schools fail to turn out pupils who are able to work out ordinary problems met with in everyday business and home life. The failure is the more culpable because the problem of teaching arithmetic is comparatively a simple one and there is plenty of time—too often wasted unwisely—for it. He, therefore, urges again and again that the teaching be simplified by the elimination of obsolete tables and unused business problems and the introduction of probable, average problems based on actual methods.

The book is written in an enthusiastic, untechnical style that makes interesting even the dry descriptions of the work of the respective school years. It cannot fail to arouse in its readers a similar interest and enthusiasm for intelligent, effective teaching.

Printing and Bookbinding.

By S. J. Vaughn, Illinois State Normal School, De Kalb. Cloth, 62 pages. Public School Publishing Co., Bloomington, Ill.

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Elson Primary School Reader.

(Book Three.) By William H. Elson. 287 pages. Price, \$0.45. Scott, Foresman & Co., Chicago, New York.

Ethical and literary values have been remembered in making these selections. They include fables, fairy and folk tales, legends, biographies, stories of heroes, and stories suited to the various festival occasions. The notes and questions under "Helps to Study" and the word list for spelling, pronunciation, and definition are decidedly good.

Chemistry and Its Relations to Daily Life.

By Louis Kahlenberg and Edwin B. Hart. 400 pages. Price, \$1.25, net. The Macmillan Company, New York, N. Y.

Chemistry, as a pure science, may be abstract, but its applications are highly practical. The title and contents show how many points of contact this science has today with every-day life. Students of agriculture and home economics in our secondary schools are told this book may be mastered in one year. This statement is undoubtedly true, still the authors make no mistake in saying it will require patient and continuous application on the part of the student to

accomplish the work intelligently. However, the clear, interesting style will be a constant aid. Then practical experiments in the laboratory will cultivate strength and awaken enthusiasm. There will be a growing ambition to become neater in handling apparatus, more exact in weighing and measuring, and—above all—strictly honest in recording results. Such work makes for growth in integrity.

Many chapters will be helpful to widely different classes of general readers. Merchants will find it worth while to read carefully about sugars, paints, leather goods, metals. The amateur gardener will pronounce the chapters on the treatment of soil, poisons for farm and garden pests, very enlightening. The farmer may alter his ways of feeding his stock and caring for his manure. The housewife will plan her menus and care for milk, butter and fruits, more intelligently.

The questions at the end of each chapter are pointed and pertinent. The illustrations fill their proper place and do their proper work. The pictures of scientists like Von Siebig—first teacher of a rational basis for fertilizing the land; of Boussingault—first chemist to analyze crops and manure and to study closely the relations of chemistry to farming; of Babcock—inventor of fat test for milk—help us to understand how much valuable practical work has been done in chemistry within the past seventy-five years. And the end is not yet.

Speech of Hon. Herbert S. Bigelow.

In the Reporting Style of Phonography by Jerome B. Howard. 26 pages. Price, \$0.08. The Phonographic Institute Company, Cincinnati, O.

This speech on "The Initiative and the Referendum" has been given in the reporting style of phonography. An address worthy of careful study has been chosen for practice.

The Home School.

By Ada Wilson Trowbridge, with an introduction by Randall J. Condon. 114 pages. Price, \$0.60, net. Houghton Mifflin Company, Boston, Mass.

One of two or three deep-seated needs of a woman is a home. The traditions and the training of centuries have made her a housekeeper, a home-maker. Industrial changes within the last forty years have created problems in home life as yet not fully settled. One of these problems is "How shall girls in schools, factories, stores and offices become good home-makers?" On certain lines some public schools are trying their hand.

This monograph, "The Home School," describes a most interesting and highly significant experiment which has been conducted in the Providence school system within the past two years. In the belief that domestic science is a part of public education a small flat was rented in one of the more crowded and poorer districts. The work done here was divided into three parts—the cooking, the sewing, and the housework. Owing to the small quarters the girls were divided into groups, coming twice a week for work, afternoons or evenings. Pupils in the Technical High tackled the job of furnishing and decorating the flat at the least possible expenditures. The girls made up everything requiring the use of a needle. Since the opening these girls have done all the work connected with the flat, except caring for the furnace.

The outlines for work in sewing, cooking, laundry work, care of rooms, sanitation, are full, specific, fundamental. The girls and young women like this work immensely. Why shouldn't they? It gives them points and power in thrift, cleanliness, order, simplicity, taste. There is plenty of leeway left for the play of individuality. A valuable book on an important subject, for what can be more important than the well-being of our homes?

Computing Tables and Formulas.

Compiled by E. H. Barker, Polytechnic high school, Los Angeles, Cal. 12mo, semiflexible cloth. Price, 75 cents. Ginn & Co., Boston.

A much needed book in cheap, handy form for high schools and colleges. It contains tables of squares, square roots, cubes, cube roots, circumference and areas of circles, volumes of spheres,



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logarithms of numbers, the natural values and logarithms of the trigonometric functions, tables of weights and measures, metric equivalents and conversion tables, decimal equivalents of fractions, tables of specific gravity, weights per cubic foot of various substances, etc.

The tabular arrangement makes for maximum efficiency by placing related numbers in corresponding positions on successive pages.

Representative Cities of the United States.

By Caroline W. Hotchkiss. 212 pages. Price, \$0.65. Houghton Mifflin Co., Boston.

Fourteen cities of the United States are described in this volume from the viewpoint of their geographic and industrial importance. The purpose of the descriptions, namely, to lead pupils of the seventh and eighth grades to realize the great resources of the United States and the factors which make certain cities pre-eminent in manufacture and in foreign and domestic trade, is well realized. The list of cities is well chosen, we think, to focus the attention upon the chief industrial sections of the union and to bring home the influence of the *hinterland*,—of mineral and agricultural wealth, of transportation facilities by rail and river or lake, upon city growth. The author has an enthusiastic, unconventional style of presenting the natural advantages and the chief characteristics of each of the cities that adds much to the interest of the book.

The See and Say Series.

(Book One.) By Sarah Louise Arnold, Elizabeth C. Bonney and E. F. Southworth. 12mo, cloth, 128 pages. Price, \$0.35. Ginn & Company, Boston.

Manual for Teachers.

(Book One.) By Sarah Louise Arnold, Elizabeth C. Bonney and E. F. Southworth. 214 pages. Price, \$0.50. Ginn & Company, Boston.

Teaching reading is an ever-present problem. Three women here offer an original solution. Children have a gay picture book teaching the letters and their sounds with lessons in word building. Teachers have a full and carefully prepared manual. This contains stories and conversations about the pictures and suggestions for reviews, seat work, games, also based upon the

pictures. The aim is independence in reading, gained thru a mastery of the form and sound of letters, words, and word elements. This plan certainly has the charm of novelty.

Macaulay's Speeches on Copyright and Lincoln's Address at Cooper Union.

Edited with introduction and notes by Edwin L. Miller. 119 pages. Price, \$0.25. Houghton Mifflin Company, Boston, New York, Chicago.

A fine series of likenesses and unlikenesses between Lincoln and Macaulay are drawn in the introduction. An intimate acquaintance with the place filled by these men is revealed in the sympathy and discrimination shown in the biographical sketches. Historical notes and printed exercises complete editorial work of a superior character.

Modern American Speeches.

Edited by L. W. Broadman, Rhode Island State College. Cloth, 102 pages, 40 cents. Longmans, Green & Co., New York, N. Y.

This book has been compiled upon the principle that modern material in literature—like the aeroplane and the gas engine in a science-book—offers a message which the older classics cannot convey. The volume includes four orations, Carl Schurz's "True Americanism," Henry Grady's "The New South," John Hay's "America's Love of Peace," and Elihu Root's "The Pan-American Spirit." Certainly no public utterances, of equal literary merit or of more significant American ideals could be found. Each is characterized by clearness and force, wit and pathos, literary allusions and unexaggerated eloquence that must appeal to readers as it did to the original audiences.

Arithmetic by Practice.

By D. W. Werremeyer, Fort Wayne, Ind. 80 pages. The Century Co., New York.

A sensible practice book for pupils in the seventh and eighth grades or for those taking a rapid review of this subject. One set of conditions is to be used for a group of problems. The mind is thus trained in continuity of thought. Approaching problems that are separated from the headings and rules of an ordinary textbook forces workers into the use of common sense.

Easy Road to Reading Primer.

By Ellice E. Burk and Carrie J. Smith. Illustrated by Gertrude Spaller and Mary L. Spoor. Cloth, 117 pages. Lyons & Carnahan, Chicago, New York.

A well-graded introductory book prepared with the idea that the first reading of a child should appeal to his natural instincts for activity, beauty and rhythm. The initial lessons are easy and natural and are based on action words which can be impressed by dramatization. The balance of the book makes use of rhymes as well as simple sentences and introduces Mother Goose and nature stories. The development of the vocabulary is slow, but persistent. Mechanically the book is a gem. The illustrations in colors are delightfully interesting.

English Grammar.

By Joseph Villiers Denny and Silas B. Tobey. 250 pages. B. D. Berry & Company, Chicago, Ill.

Fine selection and fine simplicity are rare. However, these characteristics distinguish this uncommon book, designed for intensifying the study of English grammar in the grammar grades. Accuracy, order, completeness in the essentials of present-day English are its marked features.

As we think in sentences or the equivalents of sentences analysis first receives attention. But one new point is introduced in each lesson, while "ample drill material is given, so that each new successive fact may be clearly understood and fixed in the minds before a new one is introduced." A judicious use of italics directs eye and mind to important words and sentences. Words and phrases performing the same function are arranged in groups. Breadth and liberality are shown in the insertion, under the notes, of substitute lessons for four lessons in the body of the text. This has been done to satisfy minds that prefer limited terms to our more comprehensive term. A more extended study of infinitives in their noun functions and verb characteristics is also given here thru examples and observations.

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perfectly. Teachers are plainly told that drill, drill, drill upon essentials is all-important to the successful pursuit of this study. Capital exercises appear for the correction of misused nominatives and objectives, misapplied prepositions, and other flagrant, tho common errors. The supplementary exercises for analysis and parsing are literary selections, well worthy of being committed to memory. Tho formal lessons are not outlined, it is assumed that systematic work in composition will be done, and the examples of classwork are stimulating. It is instructive for teachers to be told that children have abundant resources in this direction, but need opportunities for expression.

If this book were intelligently used for five years in grammar grades, notable results would follow.

Under Greek Skies.

By Julia D. Dragoumis. 305 pages. Price, \$1.00, net. E. P. Dutton & Company, New York, N. Y.

Readers of these delightful stories will certainly wish to know something of the author. Madame Dragoumis is a Greek lady, a member of an old Athenian family. In winter she lives in Athens, but her summers are spent at the family country-seat, on that Island of Poros which forms the attractive background of her stories. Tho time has wrought some changes, the general character of life, manners, customs and daily occupations is essentially like those of remote ancestors of the present islanders. Madame Dragoumis received much of her early education in England, and her knowledge of English, as her stories prove, is complete.

This number of "The Little Schoolmate Series" contains three stories from the pen of this brilliant woman. These Greek children are warm-hearted, sometimes passionate; generous in giving love and devotion where love and devotion are due; loyal, even under trials and hardships, to their standards of right; never forgetful of their ideals. Two of these children are orphans, the third is fatherless. Mattina ardently loves her beautiful island of Poros, with its wooded hills, its lemon groves, its big fig trees, and "the wonderful sea all around everywhere." A little drudge in a cluttered kitchen in Athens, she fairly longs for a sight of the sea. By and by better days come to the patient, faithful child.

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Allusions to places, persons, events are thoroly explained in the notes.

TEXTBOOK NEWS.

That purchasers of school books in Michigan will save annually at least \$80,000 is the opinion of State Superintendent L. L. Wright in discussing the King law, a measure passed at the last session of the legislature which provides that no dealer shall charge in excess of 15 per cent over the wholesale cost.

Superintendent Wright estimates the amount spent in one year for school books will be approximately \$425,000. There are 555,137 children enrolled in the state. Mr. Wright's estimates figure on an average of 25 per cent profit among all the dealers. Some have charged in the past as much as 100 per cent profit.

The Library of Congress has recently issued three selected lists of reference on "The Monetary Question," "Federal Control of Commerce and Corporations," and "The Conservation of National Resources in the United States." The first mentioned pamphlet sells at twenty-five cents and the second and third at fifteen cents each. The booklets are especially valuable for high-school reference libraries and may be obtained by addressing the Superintendent of Documents, Government Printing Office, Washington, D. C.

State Superintendent M. L. Brittain has been elected president of the Georgia Textbook Commission which is engaged in an investigation of the prices of textbooks used in the Georgia schools, in the schools of Canada and of the several states of the Union.

Hitchcock's "Enlarged Practice Book in English Composition" and Salisbury, Barrows & Tower's "Modern Geography" have been adopted for the Chicago high schools on an open list. The former has been introduced in eighteen, and the latter in sixteen of the 21 high schools of the city.

Salisbury, Barrows & Tower's Modern Geography has been adopted in the high school at Des Moines, Ia.

Hitchcock's Enlarged Practice Book has been adopted for the high school at Madison, Wis.

Charlotte, the largest city in North Carolina, has adopted Emerson & Bender's Modern English (Macmillan) books I and II.

AMONG BOOKMEN.

Mr. George E. Clark has recently accepted the Iowa state agency for D. C. Heath & Company, succeeding Mr. O. E. Klingaman. Mr. Clark is a bookman of wide experience and is well known in Iowa where he represented Silver, Burdett & Company for five years past. He will continue to make Des Moines his home.

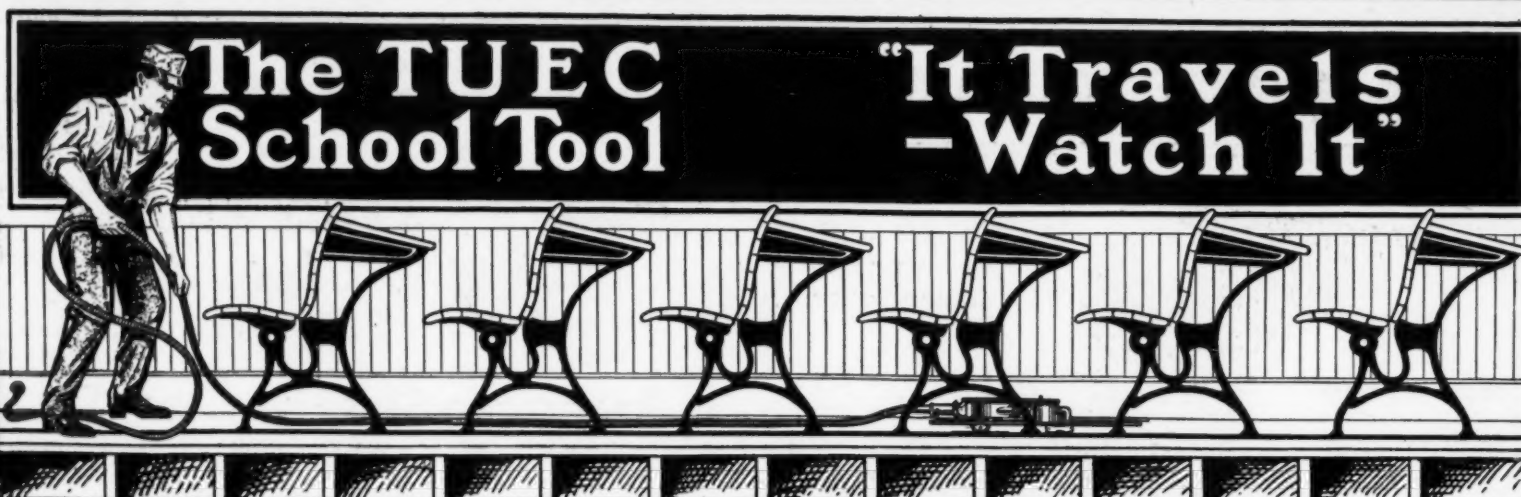
Mr. O. E. Klingaman has been appointed a member of the field faculty of the Extension Division of the Iowa State University. He resigned his position with Silver, Burdett & Company in October and has established his home in Iowa City.

Mr. J. H. Thach, of Fordyce, Ark., has recently become a permanent representative for Charles E. Merrill & Company in the state of Arkansas. Mr. Turner E. Smith is associated with Mr. Thach in the state of Arkansas. Mr. Smith makes his headquarters at Little Rock.

Mr. A. E. Beckert represents Atkinson, Mentzer & Company in New York State. Mr. Beckert makes his headquarters at New York City.

Open Seattle Office.

The Macmillan Company has since October first opened an office in the Railway Exchange Bldg., Second Ave., and Cherry St., Seattle, Wash. The office is in charge of Mr. Chas. H. Seaver, who has represented the firm for several years on the Pacific Coast with headquarters at San Francisco. The new office at Seattle will handle all of the north coast business which has grown remarkably during the past few years.



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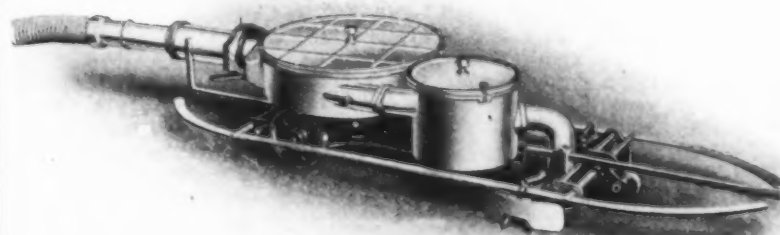


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SCHOOL LAW



Legislative Powers.

The Mississippi laws of 1912, c. 177, prohibiting secret orders and fraternities in educational institutions supported in whole or in part by the state, *Held* not to violate the Constitution of 1890, §§ 1, 2.—Board of Trustees of University of Mississippi v. Waugh, Miss.

Judicial Powers and Functions.

The courts possess no legislative power.—Indiana Union Traction Co. v. Gough, Ind. App.

The educational institutions of the state are under the control of the Legislature, which may create, abolish, or regulate them, and the courts cannot supervise the wisdom of disciplinary regulations by the Legislature.—Board of Trustees of University of Mississippi v. Waugh, Miss.

School Lands and Funds.

The power of the Legislature in establishing a school system is not limited to the common branches, but extends to requiring public education on the subject of agriculture and home economics.—Associated Schools of Independent Dist. No. 63 of Hector, Renville county v. School Dist. No. 83 of Renville county, Minn.

The Minnesota constitution (art. 8, §1) providing it shall be the duty of the Legislature to establish a general and uniform system of public schools and section 3, providing that the Legislature shall make such provisions, by taxation or otherwise, as will secure an efficient school system in each township, are not a mere grant of power, but are the prescribing of a mandatory duty.—Associated Schools of Independent Dist. No. 63 of Hector, Renville county v. School Dist. No. 83 of Renville county, Minn.

The Minnesota laws of 1909, c. 247, the revised supplementary laws of 1909 (§§ 1342-15 to 1342-25) as amended by the laws of 1911, c. 82, permitting

rural school districts to associate with high schools for affording education in agriculture, manual training and home economics, and authorizing the associated schools to charge nonresident pupils a tuition, which shall be a charge against the school district in which such non-residents reside, is within the legislative power.—Associated Schools of Independent Dist. No. 63 of Hector, Renville county v. School Dist. No. 83 of Renville county, Minn.

The Minnesota laws of 1909, c. 247, the revised supplementary laws of 1909 (§§ 1342-15 to 1342-25) as amended by the laws of 1911, c. 82, providing that one or more rural school districts may become associated with a high school to afford education in agriculture, manual training and home economics, and that such associated schools may charge nonresident pupils a tuition, which shall be charged against the school district in which such nonresident pupils reside, is not violative of the constitutional requirement of a uniform system of public schools.—Associated Schools of Independent Dist. No. 63 of Hector, Renville county v. School Dist. No. 83 of Renville county, Minn.

School Districts.

Where a petition for the consolidation of certain school districts was not signed by the requisite number of legal voters, those opposing the consolidation were not estopped to question the validity of the proceedings by participating in the election. In re School Dists. Nos. 2, 3 and 4 of Nobles county, Minn.

School District Government.

The New Jersey Public Laws of 1903 of the Second Special Session (p. 7, §10), requiring the state superintendent of public instruction to decide disputes under the school laws, and making his decision binding until a decision is rendered, upon appeal, by the state board of education, is not unconstitutional as preventing a resort to quo warranto to test the right of office of a member of a township board of education.—Burlew v. Bowne, N. J. Sup.

School District Property.

A subcontractor of a contractor to construct a school building for a school district, who seeks to recover from the district by virtue of a con-

tract with the school board, may not rely on equitable estoppel against the district, denying the making of the contract and introducing evidence in support thereof.—Thompson v. Special School District of Paragould, Ark.

Where the directors of a school district, contracting for the erection of a building, did not as a body or individually do anything to warrant the subcontractor in believing that the district would pay him for the work, and he did nothing under the belief that the district would pay him, the district was not estopped from denying liability to him.—Thompson v. Special School District of Paragould, Ark.

Evidence *Held* to justify a finding that a subcontractor of a contractor to erect a building for a school district relied on the contract, and did not make any contract with the district for the work, and it was not liable to him for the work.—Thompson v. Special School District of Paragould, Ark.

School District Taxation.

A bank's contract to buy school bonds, issued for the construction of a school building on a site approved by the Attorney General, as required by statute, did not obligate it to take bonds for a building to be erected upon a different site, which had not been thus approved.—Bank of Bergen county v. Board of Education of Borough of Rutherford in Bergen county, N. J.

The funds to pay tuition imposed on a school district whose pupils are sent to a nonresident associated school formed under the laws of 1909, c. 247, revised supplementary laws of 1909 (§§ 1342-15 to 1342-25) as amended by the laws of 1911, c. 82, for the promotion of education in agriculture and home economics, may be raised by such school district by taxation.—Associated Schools of Independent Dist. No. 63 of Hector, Renville county v. School Dist. No. 83 of Renville county, Minn.

Under the Texas revised civic statutes of 1911, art. 2822, making school districts bodies politic and corporate, with power to sue and be sued, it was necessary to join the district as a party to a suit to restrain the collection of a special tax levied for a school district.—Renshaw v. Arnett, Tex., Civ. App.

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LEGAL NOTES.

Assistant attorney general Lyle of Washington has given an opinion to State Superintendent Josephine Preston, to the effect that where public kindergarten schools are established, they are not entitled to any apportionment of state or county school funds and must be supported entirely at the expense of the school district. Kindergartners under six years of age may not be enumerated in the school census.

The fact that one part of a consolidated district was united with another from an adjoining district to form a separate district and later was annexed to one of the districts from which a section was taken, does not allow a bonus of credit for an additional 2,000 pupils, according to an opinion of assistant attorney general J. T. S. Lyle of Washington.

A disagreement arose following the division of two adjoining consolidated school districts. Each separated from a part of its territory to form a separate district. This was added to one of the districts and application was made for the bonus. The operation involved merely the transfer of a part of one district to the other and did not entitle the district to the bonus even if it were done in an indirect manner.

A recent ruling of assistant attorney general Campbell of Washington declares that a petition signed by the heads of five families living within the territory to be consolidated, constitutes a valid demand for the consolidation of several school districts, and that five names are not needed from each district in the proposed consolidation. If the county superintendent removes one of the districts and consolidates the others, the act is proper and legal. The opinion states that the proper way to correct any errors is through the courts.

The attorney general of South Dakota has ruled that reports of county clerks of school districts and treasurers must agree and that the county superintendent of schools must determine the accuracy of such reports before approving them. Failure to do this prevents the making of a proper report to the governor of the state. The opinion was given to settle a dispute in Hanson county where a clerk claimed he was not required to report on the amount paid for redemption of warrants, bonds, interest, etc. He

contended he should report only warrants which he issued during the year and the result was a difference in the reports of the treasurer and the clerk.

That common school districts in South Dakota shall make provision for the maintenance of a high-school course, one year or more in length, if so instructed by the electors of the district, is an opinion rendered recently by the attorney general. The school law enumerates the subjects to be taught in the common schools, and if the electors of the districts so instruct, it becomes the duty of the board to add the proposed branches to those already prescribed.

Teachers and principals of the New York City schools need not live in the city or state even though a municipal ordinance requires that all appointees and employees of the city shall live within the state. The Corporation Counsel has ruled recently that under the charter, the board of education shall fix its eligibility rules for the employment of teachers and no other branch of the city government has any power over the same. Superintendents are, however, officers of the board and as such, must be residents of the State and of the City, as provided by the State Officers' Law.

Attorney General D. M. Kelly of Montana has recently rendered an opinion to the effect that boards of school trustees cannot employ their own discretion as to the ventilation of school buildings. Mr. Kelly, in explaining his stand, declared that the state code provides that such matters shall be regulated by the board of health and the fact that the board of health has not repealed or changed its regulation pertaining thereto, gives the regulation the force of law. The board of health has the power to condemn any building which is not constructed in conformity with its regulations.

A suit has been filed in the Supreme court of Kansas to test the validity of the township high-school law. The action was brought by J. H. Connaughton, attorney of Kingman county, against the members of the school board of Eagle township, of the same county, on the contention that the educational board acted in violation of the law in establishing a township high school because it failed to call an election to determine the will of the taxpayers and school

patrons concerning the added course of study and also failed to publish notices of the contemplated meeting. The county attorney has asked an injunction restraining the school board from proceeding with the establishment of the school pending a final disposition of the matter.

Appeal will be made to the Supreme court of Minnesota from the recent ruling of Judge Dancer of the district court of St. Louis County, who has held that an independent school district has a right to condemn school land. The case arose out of an effort of a school district at Virginia to secure 80 acres of school land for a school garden. The attorney general had previously given the opinion that the school board had no right to condemn the land in question whereupon the matter was taken into the courts.

A new law requiring that all public-school buildings erected in the state of Minnesota shall be approved by the State Commissioner of School Buildings is being vigorously enforced. School-board members have been notified that all building projects which they undertake may be discontinued through the invalidating of contracts for construction which has not been approved. Even though the law provides no penalty, State Building Commissioner S. H. Challman, in a recent public statement, said that the state aid can be withdrawn from such school districts as fail to comply with the provisions of the law.

Agricultural Education.

"We do not treat our soil as we should or could. A Belgian farmer gets as much from ten acres as we in Pennsylvania get from a hundred." This statement was made by Dr. M. G. Brumbaugh, Superintendent of Philadelphia Schools, who spent the summer months inspecting educational conditions in France, Germany, Holland, Belgium. Intensive education is largely responsible for the agricultural prosperity of the Belgians. Nowhere in Europe is more attention paid to developing children than in that little kingdom. Much effort is devoted to the two great fundamental functions of society—agriculture and education. The Department of Agriculture is working with the sole purpose of enlightening the people on agriculture, the basis of the people's wealth, and on education, the basis of a people's prosperity and individual success.



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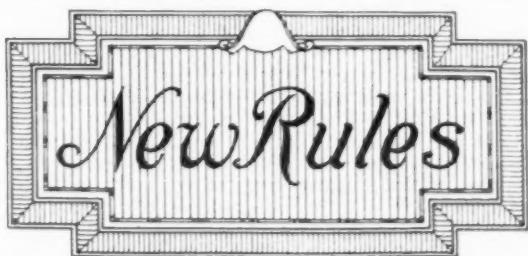
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Rules for County Schools.

Supt. Theodore Halla of Yankton County, South Dakota, has recently formulated a series of rules for the county schools under his direction. The rules read:

Teachers shall be required to be on the school grounds not later than thirty minutes prior to the opening of the morning session and they shall remain at the school house also during the noon hour.

The teacher shall exercise personal supervision over pupils before school; at recess and at the noon intermission. She shall especially see to it that proper games are played, proper language used and that all school property shall not be purposely or unnecessarily injured.

Teachers shall not use any time during school hours (from the time the teacher arrives at 8:30 a. m. to 4 p. m.) for any other purpose than that which pertains directly to their school work.

The teacher shall make a monthly report to the parents of the punctuality, attendance, deportment, and of the work done by each pupil. It shall be the duty of the parents to examine said report, sign it and return it to the teacher.

The teacher shall keep an accurate daily register showing the punctuality and attendance of each pupil.

The teacher shall make out accurately and promptly all reports required of her and the school board shall retain ten per cent of each month's salary of any teacher until the term and all monthly reports have been filed with the county superintendent and a copy of the term report filed with the clerk of the school district.

No pupil shall be allowed the privileges of the school who is known to be affected by any

contagious or infectious disease or who comes from a family any member of which is so infected.

Teachers shall first obtain the consent of the school board before holding "basket socials", "box suppers", etc. This is for the reason that these events are of doubtful value, tho not always. Dancing is forbidden at all times in any of the public school houses of Yankton County.

Agents and canvassers are forbidden admittance to the schoolroom during school hours (from 8:30 a. m. to 4 p. m.). If any infraction of this rule occurs, phone direct to the county superintendent or county sheriff after school closes that same evening, and report the facts in the case.

It shall be the duty of the school board to uphold the teacher in the enforcement of all rules and regulations which may be made for the purpose of bringing about good discipline and the promoting of the general welfare of the school.

The rules have been printed on large sheets of cardboard and the teachers have been directed to post them conspicuously.

NEW RULES AND REGULATIONS.

Des Moines, Ia. The school authorities have recently passed a rule requiring that all pupils be examined by the physical director before being permitted to indulge in athletic games. The rule is expected to prevent accidents due to poor condition of the contestants.

Manchester, N. H. The school board has amended its rules to permit any teacher holding a state certificate to teach in the local schools. Formerly, candidates for positions on the teaching corps were limited to those who held diplomas from some normal school.

Worcester, Mass. The school committee has ruled that in the future pupils above the seventh grade shall not be furnished free transportation by the city. The committee recommends that hereafter free transportation be issued in books to the parents. The books shall be used on stormy days and by those pupils in the outlying districts who must cover long distances in their trips to and from school. It is the belief of the committee that children above the seventh grade are able to walk to the schools.

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Have been adopted by more schools than all other kinds combined. Wherever the best in art work is attempted and accomplished Bradley Colors are used. Manufactured expressly for educational purposes they meet perfectly every requirement of that exacting field.

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Wilmington, Del. Children from the rural districts in New Castle county who attend the high school in the city are required to deposit a sum of money upon entrance in order that the payment of tuition may be assured. Seats occupied by those who do not pay within the specified time are forfeited.

Haverhill, Mass. At a recent session of the school board, a rule was passed which requires that pupils in the high school who participate in athletics must have an average of 70 per cent in their class work. A former rule made it obligatory that a mark of 70 per cent be attained in each study and was the cause of many complaints because it was considered too high a standard.

The school committee of North Adams, Mass., has given the principal of the high school authority to expel students who are discovered in the act of hazing members of the freshmen class. The practice was abolished thirteen years ago but attempts have recently been made to revive it.

The school board of Seattle, Wash., has modified its rules to provide that local athletic teams may engage in contests with outside schools where such games have been scheduled for the present school year. Teams playing outside the city must not remain away over night.

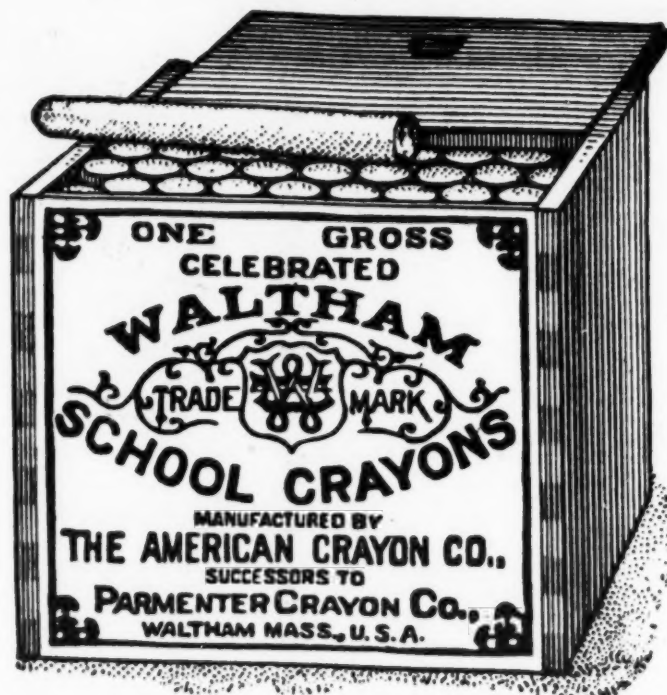
Columbus, O. The school board has recently adopted a rule prohibiting the use of automobiles owned by the school district to be used for any except school purposes.

Santa Monica, Cal. The principal of the high school has placed the limit for high-school lunches at twenty cents. The rule was made because of the tendency to overeat which caused dullness and lassitude on the part of the students and interfered with good work.

Quincy, Ill. A new rule of the school board prohibits the allowance of part salary to teachers who are absent because of illness in the family. Teachers will still be allowed three-fourths of the regular amount for personal illness or death in the family.

Salina, Kans. The school board has passed a rule to the effect that teachers who are absent more than two days, thru illness, shall forfeit their pay for the time lost.

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EVENING SCHOOLS.

St. Louis, Mo. The evening schools have opened for a period of twenty-five weeks, with sessions three nights each week. Pupils who fail to attend for three consecutive nights and who do not present valid excuses shall be dropped from the classes and denied readmittance.

The subjects include arithmetic, bookkeeping, civics, drawing, cooking, English, geography, grammar, penmanship, physical training, printing, reading and spelling for the elementary schools.

The subjects for the high schools include the following: Algebra, arithmetic, chemistry, commercial art, domestic science, drawing, English, geometry, grammar, metalwork, physical training, shopwork, shop mathematics, shorthand, Spanish, stencil and wood-block printing, type-writing, applied art, bookkeeping, civics, commercial law, millinery, dressmaking, French, German, Latin, penmanship, physics and United States history.

The course in printing for the elementary department is designed for those employed in the printing trade who wish to improve the quality of their work. The principles of design as applied to job printing are taken up.

Newark, O. An evening school has been opened under the direction of Supt. Wilson Hawkins. The studies offered are largely vocational and include typewriting, bookkeeping, mechanical drawing and English for foreigners.

Bellingham, Wash. The night school has made its initial appearance as a part of the public school system with the opening of classes in the Roeder building.

The school is open to all residents of the city and offers instruction in domestic science, manual training and other subjects.

Detroit, Mich. Night schools opened in four high-school and seven grade-school buildings. Manual training, commercial work, domestic science and the regular high-school subjects are offered in the former. The grade schools take care of the foreign-born students who enroll for the study of English.

Dubuque, Ia. One evening school has been established for the winter.

Haverhill, Mass. The school committee has discontinued the evening high school subjects and the commercial course formerly included in the evening-school course. Mechanical drawing, including machine drawing and architectural design, has been retained.

Quincy, Mass. In addition to the instruction in the rudiments of English, the evening schools this year will provide brief talks once each week, through the aid of interpreters, on the following subjects: The government of the city and nation; the history and laws of the country; the desirability, profit and requisites of naturalization and some of the fundamental facts of hygiene and sanitation. Instruction of the type proposed will be new to these classes and where properly and intelligently given, it should arouse thought among the hearers which is expected ultimately to lead to some benefit to the city.

Chicago, Ill. Instruction in agriculture and domestic science has been included in the courses at the evening schools. Classes in farming methods will be opened if the demand is large enough. It has been found that men engaged in raising flowers and vegetables are anxious to secure the instruction.

Milwaukee, Wis. The operation of the state law providing for continuation schools has resulted in barring children under sixteen from the evening-school classes. The law specifies that they shall attend the continuation classes for a certain number of weeks. The evening schools are open to those above the age of sixteen.

N. E. A. Committees Selected.

President Joseph Swain, of the National Education Association, last month appointed members of two committees authorized by the association at its meeting in Salt Lake City. The first committee is to consider the present organization of the National Association and to recommend to the directors at their next annual meeting any plans that in their judgment will make for increased efficiency and greater usefulness of the organization.

For this committee Dr. Swain appointed James A. Baker, president of the University of Colorado, chairman; Carroll G. Pearse, president of the Milwaukee Normal School, and Augustus S.

Downing, First Assistant Commissioner of Education, New York.

The second resolution provided for a committee of five, one each representing city superintendents, state universities, normal schools, state superintendents and agricultural colleges, to confer and advise on behalf of the National Education Association with any committee or commission which may be appointed by the Congress of the United States to frame legislation for Federal aid to vocational education, or to consider plans for such action by the Federal Government, which may be considering legislation to that end which may be pending before Congress.

As members of this committee Dr. Swain named John Willeston Cook, president Northern Illinois State Normal School, chairman; Frank B. Dyer, superintendent of Schools, Boston; Frank Leroud McVey, president of the University of North Dakota; William O. Thompson, president of the University of Ohio, and James Yarkin, Joyner, Superintendent of Public Instruction, Raleigh, N. C.

Visiting Days.

The unique success of the Gary, Ind., public schools has made these institutions the mecca for progressive teachers who desire to examine their work. In fact, the amount of visiting done in the Gary schools has been so great that it has been necessary for the school board to set aside special days for the school year 1913-14. The weeks of November 17th to 21st, inclusive, March 16th to 20th, June 8th to 12th, and July 27th to 31st have been especially fixed for visitors. During these four weeks the principals of the several buildings will hold round tables for the discussion of the plan of organization, and the work of their respective schools, and Supt. Wm. A. Wirt and his associate supervisors will hold daily addresses at four o'clock on the work of their departments. In addition, a representative from the faculty of a school of education will be in attendance and will hold round-table meetings for the purpose of criticising and evaluating the schools from the standpoint of disinterested educational experts.

Information concerning the visiting days may be had from Miss Ida Johnson, clerk of the board of education, Gary, Ind.



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A postal brings a free sample, or we will gladly send a trial dozen cartons prepaid by parcel post for \$1.00, each carton producing a full quart of snow-white paste. Special gross price to School Boards, still further reducing the cost.

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OUT OF THE DAY'S WORK

Successful Savings Banks.

The school savings banks of Norristown, Pa., are among the most successful in the United States. From January 2, 1890, when the banks were first opened, to July 1, 1913, a total of \$231,439.53 were deposited and a total of \$202,049.27 were withdrawn. The amount on deposit on July 1, 1913, was \$29,390.26.

Deposits in the banks are received from pupils every Monday morning during the school term and are deposited the same day in the Norristown Trust Company's bank. A bank-book is supplied to the pupil when his deposit reaches fifty cents or more. Sums of \$3.00 and over draw interest at the rate of 3 per cent.

One of the most efficient devices adopted by the board of education was a circular distributed early in September to the children and their parents. The circular is a handsome example of modern typography in orange and gray on a matt-gray stock. The front page of the circular contains the lettering

"To the Parents and Guardians of the Norristown School Children" for Christmas, Vacation, College, Capital, Old Age Fund; Your Own Good.

The inside pages present this argument:

Saving is Largely Habit.

Children should learn the saving habit early in life. Many a big business was started with very small capital. The young person who has saved some money is ready for the chance when it comes. Many have missed a great opportunity for lack of a few hundred dollars ready money.

The American boy thinks little of a quarter and his big brother scatters dollars recklessly. Too many say, "What good would \$100 do me?" They need to profit by the thrifty ones who have economized and saved, not only their first, but their second hundred which is now bringing interest and helping to earn more.

Small savings have sent many a school boy thru college and increased his earning powers for life.

In the past few years we all read about Christmas Funds or Vacation Funds commenced with some banking institution, and this in almost every banking community thruout the country. All talked about it as if it were something new and grand, yet the children, and parents of the children, of the Norristown Public Schools have had just such an opportunity given to them for a score of years in the School Savings Fund. The opportunity given is even better than that offered by the latest system because of several facts.

The first is that they can deposit weekly or monthly just what they please, whether it is 1 cent or 5 cents; no certain fixed amount every week.

The second is that they have the advantage of drawing on this fund at any time.

The third is that they can receive the interest on the money so deposited for every day it is on deposit, no matter when they make withdrawals.

The above mentioned facts all refer to the advantages to be derived by the children, and the parents of the children, who attend our public schools.

The Directors of the Norristown Public School System urge upon the children, and more particularly upon the parents and guardians of the children, the importance of forming the habit of saving their money.

Please notice how quickly systematic saving will accumulate when interest is added at 3%.

A deposit of 5 cents per week for 40 weeks in a year for 10 years will amount to\$23.62

A deposit of 10 cents per week for 40 weeks in a year for 10 years will amount to47.24

A deposit of 20 cents per week for 40 weeks in a year for 10 years will amount to94.70

A deposit of 25 cents per week for 40 weeks in a year for 10 years will amount to118.08

A deposit of 50 cents per week for 40 weeks in a year for 10 years will amount to236.17

A deposit of \$1.00 per week for 40 weeks in a year for 10 years will amount to472.32

The entire management of the Norristown Savings Banks is in charge of Supt. A. S. Martin.

As a means of vitalizing the agricultural instruction offered in the Brookdale school, Bloomfield, N. J., an annual home-garden contest and exhibit are arranged. The pupils of the school come from a suburban and farming district and practical study is made in the seventh and eighth grades of vegetable and corn farming, poultry raising, baking and housekeeping.

During the school year 1912-13, a special study of corn raising was made by the boys and of bread making by the girls. The children were, also, taught how to select seeds, plant and cultivate vegetables, etc. As an incentive, prizes were offered by local citizens.

The results of the year's work were shown in an exhibit held on the last Friday in September. Sections of the exhibit were devoted to corn, vegetables, poultry, woodworking, drawing, home-made bread, cakes and pies, and sewing. The exhibit was attended by parents, members of the board of education, city and county officials and state school officials. Prizes ranging from \$2.50 to \$1 were distributed.

Supt. C. H. Barnes of the St. Cloud, Minn., public schools has issued a list of the supplementary reading completed in the primary grades of the city. The largest number of books read with expression and interest in any of the five first grades was twenty-nine and the lowest twenty-four. The highest number in the second grades was thirty-four and the lowest thirty. The highest number in the third grades was thirty-one and the lowest thirteen. In addition the third grade did a large amount of reading in connection with the library work which is independent of the regular classroom work. The list which has been issued is intended as a record of progress and also as a suggestive list for the present year.

Jackson, Mich. The following additions have been made during the past year to the supervisory force: an assistant superintendent, to have immediate supervision of instruction in the grammar grades, act as director of the evening schools and perform such other duties as might be assigned him by the superintendent; a supervisor of physical training; a supervisor of kindergartens.

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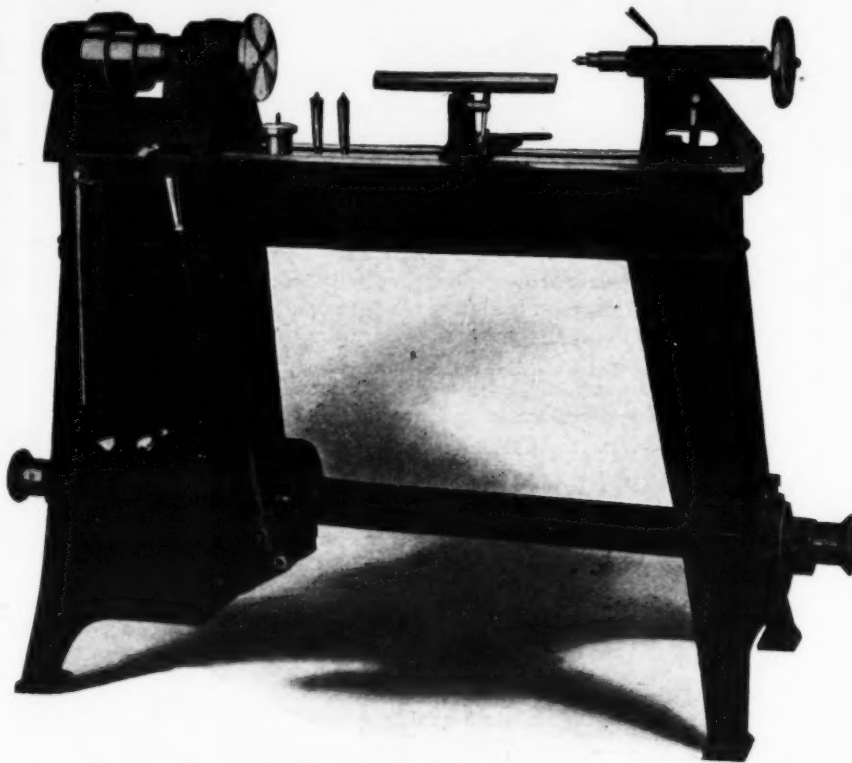
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TEACHERS AND ADMINISTRATION.

Knoxville, Tenn. The school board has ruled that teachers who are ill shall be paid the difference in salary between the regular amount and that paid to the substitute filling the vacancy. The provision covers a period of one month.

The Buffalo teachers' evening training school has 250 teachers registered for vocational and professional work in a number of subjects. These include benchwork, elementary and advanced basketry, chair caning, cardboard construction, embroidery, camp life and bookbinding. There are also courses in drawing, psychology and education, methods in commercial geography, music, typewriting and ancient history.

Manchester, N. H. The school board has amended its rules to provide that substitute teachers shall be granted the yearly increases in salaries which are annually allowed permanent teachers.

Council Bluffs, Ia. The school board has continued its sick leave provision allowing teachers who are ill to receive their salaries for a period not exceeding five days.

In order to place all high-school instructors on an equal basis in regard to professional requirements, the county board of education of Fresno, Cal., has ruled that teachers of special branches shall be graduates of high schools. Inexperienced teachers must undergo an examination in pedagogy. It is the belief of the school authorities that it is unfair to accept applicants without high-school certificates when the remaining teachers in many cases perfect their training by courses in the universities and colleges.

Waukesha, Wis. A teachers' training course has been established in the senior year of the high school. Two credits are given for the completion of the course.

Teaching Positions in Maine.

According to figures just compiled in the office of the state superintendent of schools, it is found that during the last school year there were 4,832 different teaching positions in the public elementary schools of Maine. Of these 315 were required to be filled by men teachers. As an indication of the unstable character of the position of teacher it may be noted that 503 different men teachers were employed in the year, while 6,435 different women were employed to fill the

4,517 places open to women teachers in elementary schools. Since 2,264 teachers occupied the same positions for the entire year it would be seen that practically few of the schools of Maine were subjected to enormous changes during the year. In commenting on these figures State Superintendent Smith expresses the opinion that schools are generally far less profitable when under such conditions of frequent change than they are when under a reasonable permanent teaching force.

SPECIAL STUDIES.

A law recently passed by the Nebraska state legislature provides for the teaching of foreign languages in the schools whenever the studies are requested by citizens. In conformity to the law and the desires of its citizens representing the foreign languages, the board of education of Omaha has provided instruction in Bohemian and German. A class in the former has been opened at one school and several classes in the latter will be provided at another building.

Boston, Mass. The school committee has authorized the opening of a class in retail salesmanship for the present school year. The class will be a branch of the Dorchester evening commercial high school.

The New York Board of Examiners has determined recently that candidates for positions as drawing teachers in the high schools shall be examined separately and given ample time to evidence their technical proficiency as well as their general knowledge of teaching and experience. The examination held on Oct. 27th included as conditions of eligibility that candidates be high-school graduates with two years of professional art training and four years' practical experience in teaching drawing. The actual examination included tests in freehand drawing and designing, sketching in water-color, elementary mechanical drawing, the history of art, and methods of teaching.

Cooking has been introduced in the seventh grade of the public schools of Springfield, Ill., to be taken up during the second semester. Sewing has been placed in the first semester.

Three special classes have been opened in the public schools of Fall River, Mass. The first is maintained for children whose mental development has been retarded; the second is for pupils

who require additional assistance in certain branches of school work in which they are weak; and the third will take care of the non-English speaking children.

Omaha, Neb. Police Commissioner Ryder has urged the school authorities to establish a safety league in the schools. It is planned to teach the school children caution and self control, emergency measures in case of fires, the proper condition of platforms and entrances to fire escapes.

Minneapolis, Minn. Special classes for exceptional children have been provided in three public schools. Pupils who do not fit in their classes and for whom much individual attention is necessary are placed in these classes. The work consists of sewing, manual training, basketry, gymnasium and academic subjects. Hot lunches are served, which the pupils help to prepare. Dramatization of stories is one of the features and special emphasis is placed upon cleanliness.

New Orleans, La. The outline of the course of study for the Nicholls Vocational School has been prepared. The courses and the time length are: Millinery, one year; art and needlework, one year; dressmaking, two years, including one year elective on power machines; clothing machine operating, three months; novelty work, one year; laundering, three months; domestic science and household management, two years. With all of the courses the study of English, arithmetic and physical training is required.

Vocational guidance, a movement designed to assist young people in their choice of an occupation, has been undertaken in Buffalo during the past year with some success. In relation to this movement Supt. H. P. Emerson says:

"A committee of principals and teachers, with the assistance of parents, employers, labor leaders and others, has been actively engaged in planning practical measures for securing these benefits to our older pupils. The Chamber of Commerce, which is also interested in the movement, is contributing valuable assistance in the way of industrial and commercial statistics and conditions. The material gathered, the results secured, and above all the interest and approval of parents, employers, and others, satisfy me that this movement should be continued."

The Dalles, Ore. A manual training department has been introduced in the schools.

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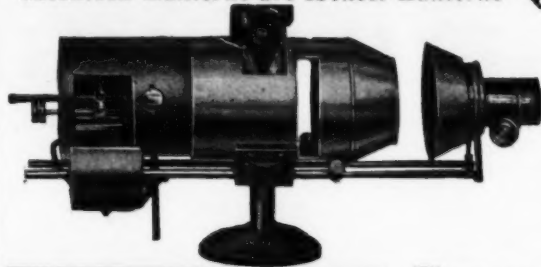
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Leonardo High School.

The new high school at Leonardo, N. J., illustrated on another page of this issue is equipped with modern sanitary accessories and furniture.

The plumbing includes "Novean" automatic flushing closets manufactured by James B. Clow & Sons, Chicago, and Mott sanitary drinking fountains.

The desks are of the Andrews' silent type made by the A. H. Andrews Co., Chicago.

The program signal and clock system was installed by the Standard Electric Time Co., New York.

The telephones are of the De Veau intercommunicating type.

Convention of Remington Managers.

One of the most interesting addresses made at the convention of Remington Typewriter managers, held during October last, was that of Mr. C. H. Spillman, who has been connected with the school business for about ten years. Mr. Spillman commented on the fact that 62 per cent of the typewriters used in the commercial schools of the country today are of Remington manufacture and on the surprising fact that in spite of the unprecedented supply, the demand for Remington operators exceeds the supply in some parts of the country.

The significance of these statements may be better appreciated when it is remembered that there are nearly 25 makes on the market, of which six are advertised nationally.

Issue New Catalog.

The McIntosh Stereopticon Company has issued its thirty-seventh annual catalog of Projection Lanterns and accessories for schoolroom use. The catalog emphasizes the firm's policy of making "honest lanterns" by describing all its apparatus in detail and by adding prices in plain figures.

Use of Auditoriums.

Jackson, Mich. The Board has adopted the policy of placing auditoriums in all new buildings and locating them on the ground or first floor. It has also voted to permit the high-school auditorium to be used for lectures, entertainments and meetings beneficial to the citizens of Jackson. No charge is made for heat, light, janitor service or the use of the auditorium; but it is not intended that the room shall be used when a smaller one would be suitable and available. The privilege is granted under the restrictions that no sectarian religious gathering or political meeting of a partisan character shall be held in the high-school auditorium; that no admission shall be charged or collection taken up at any meetings held there, except at entertainments given by the pupils for raising money for purposes connected with the schools; that application for public use of the auditorium shall be made in writing and submitted to the superintendent at least one day prior to the public announcement of the meeting.

Teachers' Salaries.

Marion, O. A salary schedule for grade teachers has been adopted which will take effect at the close of the school year 1914. The following provisions are included:

Teachers employed in the grades must be graduates of an accredited high school, or the equivalent, and show credits for at least one

semester of normal or college work. The minimum salary shall be \$40 per month and the maximum \$70.

Inexperienced teachers shall receive \$40 per month the first year and shall be paid an increase of \$2.50 per month each year until \$50 is reached. Increases of \$5.00 per month will be paid after the teacher has pursued a two-years' normal or college course. After a salary of \$60 has been reached, the teacher shall receive no further increase unless credits have been obtained in a four-years' college course.

Outside teachers, with two years' experience, shall be considered as having completed one term of normal or college work and shall receive increase according to the provisions of the schedule.

Normal or college graduates, without experience, shall receive \$50 per month the first year and shall be given increases of \$2.50 per month each year thereafter until \$60 has been reached. Further increases of \$5.00 per month will be paid until \$70 is reached. Graduates of two or three-year courses in normal or college shall receive \$45 per month and afterwards increases according to the schedule.

Exposition Fact Book.

The "Bureau of Conventions and Societies" of the Panama-Pacific Exposition has just issued a book of facts concerning the facilities which the exposition will offer for conventions and congresses of educational, scientific, fraternal and social organizations. The book which was prepared under the direction of Dr. Irwin Shepard, secretary of the Bureau, contains full information concerning transportation, hotel and restaurant accommodations, convention halls, exposition attractions and local excursions.

Copies may be had by addressing the "Bureau" at the Exposition Building, San Francisco.

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School Room Hygiene

RULES FOR QUARANTINE.

Newton, Kans. The school physician, Dr. R. H. Hertzler, has recently issued a set of rules of quarantine, which have been adopted by the board of education to govern the exclusion of children afflicted with communicable diseases and to fix the dates of readmittance after recovery. The rules are suggested as offering a simple working plan for a small city.

1. Immediate report of any communicable disease to the County Physician.
2. A minimum quarantine for all infectious and contagious diseases as follows:
 - A. Scarlet fever—42 days from the appearance of the rash, this to be governed by the time of cessation of all peeling, and discharge from eyes, ears and nose. Or 21 days from the disappearance of the rash.
 - B. Diphtheria—12 days after the disappearance of the membrane, providing the case is uncomplicated.
 - C. Mumps—7 days from the passing of all swelling.
 - D. Measles—21 days from the appearance of the rash, but not until all discharge from eyes, ears, and nose has ceased.
 - E. Smallpox—Until the whole skin is free from pustules and until desquamation is complete.
 - F. Typhoid—Until recovery.
 - G. Whooping-cough—42 days from the commencement of the whoop provided the cough has ceased.
 - H. Chickenpox—Until every crust has fallen off. This may be 2, 3 or even 4 weeks.
 - I. German measles—14 days from the appearance of the rash.
3. Proper segregation of other children of school age, in a family, not affected, preferably

by removal from the house which harbors the infection.

4. Adequate quarantine and isolation after accidental exposure to infection where there is evidence of close association with the diseased, and possible infection:—
 - A. Scarlet fever, 7 days.
 - B. Diphtheria, 8 days.
 - C. Mumps, 14 days.
 - D. Measles, 14 days.
 - E. Smallpox, 20 days.
 - F. Typhoid, none.
 - G. Whooping cough, 14 days.
 - H. Chickenpox, 10 days.
 - I. German measles, 14 days.
5. Fumigation of the home and clothing before admission to the schools.
6. Presentation of a certificate of health to the principals of the schools signed by the attending physician and approved by the school health officer.

MEDICAL INSPECTION NOTES.

Medical inspection of public schools is included in a systematic scheme of health promotion begun recently by the North Carolina State Bureau of County Health. The bureau is in charge of a chief physician at Raleigh, whose duty it is to visit the various counties in the interest of health conservation. It is provided that any county under the law authorizing the state health bureau to appoint a physician, shall appoint such physician to work for the prevention of sickness and to conduct medical inspections of school children. A sum of money may be appropriated by the county commissioners to cover the salary of the physician and the expense of the health office. Up to the present time nine counties have provided county health physicians.

Elgin, Ill. The committee on course of study of the board of education, has recommended that physical examinations of pupils be conducted

under the supervision of the health committee and that a trained nurse be appointed to assist in the work.

Fort Dodge, Ia. A school nurse has been appointed whose duties are to inspect the health of the school children, to minister to minor ills and to note the surroundings of the buildings.

Nashua, N. H. Medical inspection has been introduced by the appointment of a school nurse at a salary of \$500 and five physicians at fees of \$100 each to serve temporarily. The physicians named are to make the first examinations and a permanent physician is to be chosen later.

Shreveport, La. A system of medical inspection has been introduced with the appointment of two medical inspectors at a salary of \$100 per month. It is planned that periodical examinations shall be made of the health of teachers and pupils, the inspectors visiting the schools each week. As an extension of the work, it is planned to start an open-air school for tubercular children.

Health Commissioner Gorter of Baltimore, Md., has recently quoted figures to show that the city is spending \$250,000 for repeaters each year. In the eighteen schools in his charge a total of 7,122 children were examined. Of these, 1,540 were going over the work of their grade for the second time and many were repeating for the third or even fourth time. The children comprising this large number of repeaters included 572 suffering from such defects as poor vision, malnutrition and defective breathing. Those suffering from normal retardation due to causes other than physical were estimated at 968.

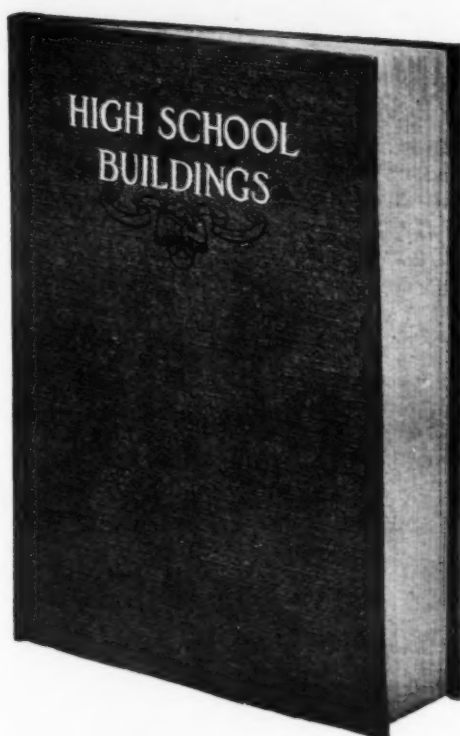
Another group discussed was the stupid child who retards the progress of the entire class but who has not reached the repeating class. A study of the schools revealed 868 pupils of this character of which 540 were defective in breathing, sight, or other ways.

Of 972 children with defective breathing due to faults of eye, nose or throat, 288 were put down as repeaters, 317 were regarded as retarded and 367 were making normal progress in school work.

Comparing the results it is found that 37.1 per cent of the repeaters are defective, 63.1 per cent of the retarded pupils are defective, leaving only

High School Buildings

By WM. C. BRUCE



Write for Prices and Sample Pages to

The American School Board Journal

211 Montgomery Bldg.

Milwaukee, Wis.

10.4 per cent of the pupils making normal progress unhandicapped by defects. Dr. Buckler urges as an experiment the establishment of a school similar to the parental school where cases of malnutrition may be restored to normal conditions. The correction of defective breathing by removing the cause is a problem which is impossible of solution by the authorities. The blame for the situation is placed on the parents who fail to carry out the instructions of the school authorities in regard to the removal of those defects which are known to be contributing to retardation.

Alton, Ill. A preliminary system of medical inspection has been put into effect in the public schools thru the co-operation of the local physicians. It is planned to enlarge the system to include the examination of eye, ear, throat, nose and teeth.

Elgin, Ill. A visiting nurse has been appointed for the public schools.

Bangor, Me. Eight medical inspectors have been appointed to look after the health of the public school children. The inspectors have organized and elected officers for the year.

SCHOOL HYGIENE NOTES.

That the great mass of pupils in the Minnesota public schools, including those in the rural districts, must trust to luck against infection from contagious diseases, is a statement made recently by the secretary of the state board of health in a warning to school authorities. Where medical supervision is provided, ill pupils are excluded from school until they are completely recovered, but it is also pointed out that the great mass of pupils, particularly in the rural districts, are unprotected against infection.

While the average state appropriation for the education of each pupil during the past year was \$2.07, but three cents was expended toward the protection of school children from disease. Figures are quoted from the reports of county superintendents for the year 1910-11, which show that in 96 districts, 6,442 pupils and 157 teachers were excluded because of epidemics of disease. In these districts there was an average loss of \$58.73 in teachers' wages and an average loss of nine days for each school child.

In view of the conditions, the secretary urges that teachers and parents co-operate with the

local and state health authorities in their efforts to prevent epidemics and the closing of schools.

Des Moines, Ia. As a solution of the problem of providing towel service in the schools, the school board has proposed the discontinuance of towels supplied by the schools and the substitution of individual towels provided by the pupils. A city ordinance prohibits the use of roller towels and the laundry bill for towels supplied by the schools has reached the large sum of \$145 per month.

Wakefield, Mass. As a prevention against disease, the school committee has ordered the fumigation of school buildings at monthly intervals, during the school year. It is provided that the work shall be performed oftener in cases of epidemics.

The board of education of Washington, D. C., will ask for appropriations from Congress for the establishment of special schools for tubercular children. The board's interest was aroused following the declarations and statistics of noted experts on the prevention of tuberculosis.

Plans have been entered into by the New Orleans Board of Education to make a health survey of the public school children in connection with the work being done with backward or exceptional children in the department of Educational Research. The suggestion was made that the physicians of New Orleans offer their services for the work and in response quite a number of physicians have volunteered. The city will be divided into districts and the health of each child carefully looked into and reported.

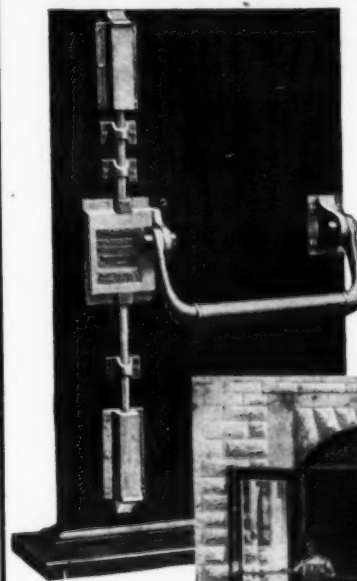
Ottumwa, Ia. Supt. H. E. Blackmar has requested the installation of emergency cases at each of the school buildings to contain liniments, bandages, salves, medicated cotton and other necessities for ready use in accidents. The school nurse will be expected to teach the various uses of the outfits.

Spokane, Wash. With a view to discovering physical defects which hinder good school work and providing corrective treatment, there has been installed in the Lewis and Clark high school a complete equipment of physical culture apparatus suited to overcome these where possible. Examinations have been made by the physical directors for the presence of curvature of

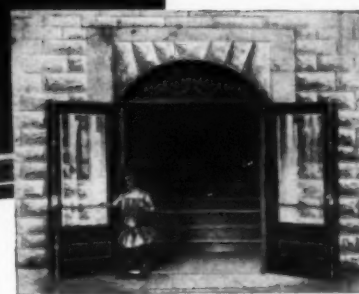
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the spine, poor heart action, bad circulation, excessive fat, nervousness, headaches, stooped shoulders and defective eyesight. A special room has been provided where classes are held three times each week for girls and twice for boys. Students requiring special treatment may perform work during the evening and after school hours. In addition to corrective apparatus there is included a complete first-aid equipment.

Field agents of the Georgia state board of health have recently called attention to the great lack of sanitary drinking facilities in the public schools. It has been found that many schools still use the insanitary bucket and common dippers. It is urged that all schools provide themselves with water-coolers with faucets and individual drinking cups. Drinking cups alone are not satisfactory as they must be dipped into the receptacle and become disease-breeders.

Cleveland, O. Thru the untiring efforts of School Physician E. A. Peterson, penny lunches will be introduced in several school buildings with the beginning of the new year. The innovation is the outcome of the investigations on the subject of school lunches which brought out the fact that many children were not able to go home during the noon hour and subsisted on candy or stale bakery goods.

Open-Air Schools.

Kalamazoo, Mich. A fresh-air school has been opened at the rear of the Lovell Street school. Regular lunches are furnished by the Anti-Tuberculosis Society and medical inspection is carried on at the expense of the institution. Records will be kept of the study progress and physical condition of the children.

Boston, Mass. Fourteen open-air classes have been established with an average attendance of thirty-five pupils each. Six additional classes have been recommended, which when installed, will provide accommodations for at least 600 children. The pupils are chosen from a list of 5,000 who have been recommended by nurses and physicians as suitable candidates for special instruction and care. A feature of the classes is the two-cent lunch for the benefit of children in poor homes who are not able to secure nourishing food. Provision is lacking for 4,000 children who should be included in the special classes.

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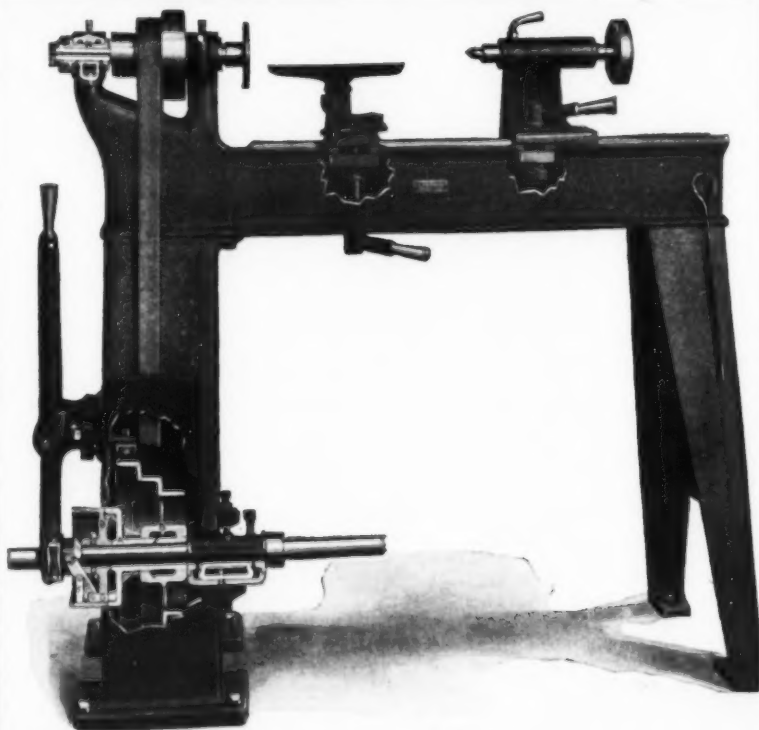
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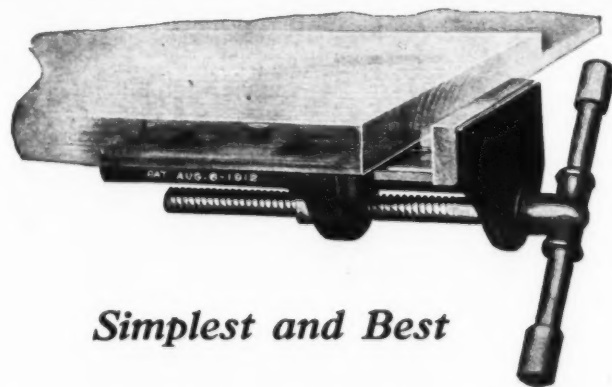
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VOCATIONAL EDUCATION NOTES.

Kansas City, Mo. A night course in gardening has been authorized by the board of education, which is free and open to everyone. The aim of the course is to make it possible for every householder to raise the maximum amount of vegetables on a small tract of ground. In the same way, the rudiments of flower gardening will be taught. Classes will meet three times each week.

Evansville, Ind. Arrangements have been made by the school authorities by which it is proposed to provide thru the schools the theoretical trade training needed by boys employed in shops and factories. The boys are to be paid for the time spent in school and will receive credit for the duties performed in the shop. If the plan proves successful, it is intended to include employed girls by giving them training in the domestic science department.

Buffalo, N. Y. A preparatory course in salesmanship has been established at the Girls' Vocational School. The course covers two months' time and closes in time so that the girls may begin work in the stores in December. The instruction includes training in writing sales-slips with attention to spelling and arithmetic. An interesting study of textiles will be taken up as a preparation for acquiring a knowledge of stock. There will also be lessons in hygiene concerning the manner of working during the holiday season so as to withstand the physical strain.

Boston, Mass. The continuation schools have been organized as part-time schools for the benefit of children and adults who have time apart from their regular occupations for study during the day. New classes have been opened in dry goods, shoe and leather salesmanship, English, Spanish, Italian and household arts.

The Chicago board of education has lengthened the daily sessions of the three technical high schools from five to six hours in order to relieve the pressure for larger shop-work time. The schools require that a double period of shop time shall be credited as equivalent to a single period of academic study, but have been unable to provide the former under the five-hour arrangement. The lengthening of the school day will mean an increase of one-fifth in the time required of the teaching staff and the board has granted an increase of 20 per cent to all teachers who teach six full hours. In the general high schools of the city, it is proposed to similarly provide six-hour programs when desirable to accommodate the students enrolled for shopwork.

Boston, Mass. As a means of providing additional accommodations for boys who desire to learn trades, the school committee has opened a new school which is one of a chain of five pre-vocational schools. The schools will not only provide instruction suitable for boys who expect to leave school at the age of fourteen, but will also be adapted to boys who are relinquishing their work to re-enter school. The present school affords training in electricity, woodworking and sheetmetal work.

Pasadena, Cal. A new department to be known as the "vocational guidance system" has been established at the high school for the purpose of assisting boys and girls in deciding upon a vocation when they leave school. A director of the new department has been secured whose work will be to give advice relative to the pupils' life work and to determine as far as possible the capabilities of each for the profession or vocation which he aspires to follow.

The school authorities also plan to follow the experiment of last year in securing men in the

various walks of life to give talks to the students. It is planned to secure talks by bankers on actual banking; merchants to talk of mercantile life and its problems; editors to tell about the work of publishing newspapers and periodicals. It is the aim to show a student what work he can best do and find the greatest happiness in.

Marion, Ind. Beginning January, 1914, it is proposed to introduce the study of agriculture in the public schools. The training is to be made a part of the work in botany. The new subject is planned to be practical as well as theoretical and vacant lots near school buildings will be utilized for the gardening work of the pupils. The essentials will be begun in the first grade and gradually enlarged in scope as the pupil progresses in the grades until the final work is reached in the high school.

Sewing has been extended to the seventh grades and manual training has been extended to grade 7A. Sessions are held once each week.

Following the increased demand for practical work in education in the rural districts, Supt. E. C. Pruitt of the Sangamon county, Illinois, public schools has extended the agricultural and household arts' courses. The work will be largely based on the state course recommended by the state superintendent, supplemented by textbook study. While the limitations of the course prevent extensive laboratory work and the facilities are a barrier against a large amount of experimental study it is possible to accomplish much practical work. This includes the spraying of trees, knowledge of their growth and the care of orchards, methods of raising and caring for live stock and fowls.

The household arts' course also follows the prescribed state course and includes a complete

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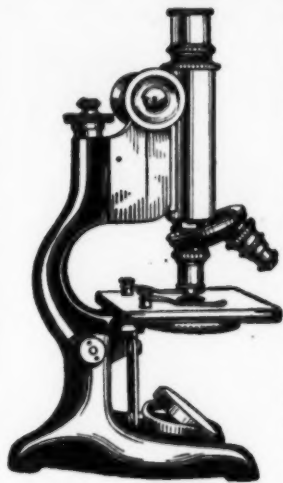
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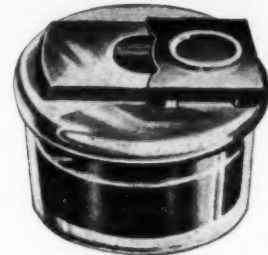
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Des Moines, Iowa

study of cooking. During the latter part of the term the instruction will be based on the care of the home and the promotion of cleanliness.

A series of stereopticon lectures have been prepared for the benefit of the country schools which will include pictures of the development of different grains, the ideal schoolhouse as a social center and other subjects. The work fills a demand on the part of the farmers who are anxious for instruction on better methods of farming.

The board of education at Joliet, Ill., is considering the employment of a practical printer to teach printing both in the high and elementary schools. The idea is that the emphasis shall be placed on the practical side of the work and not on the theoretical or academic.

MANUAL ARTS NEWS.

The work of the Manual Training Department of the St. Cloud, Minn., high school is attracting national attention. An order has been recently received by Supt. C. H. Barnes for fifteen bird houses to be made in the manual training department for the convenient criticism of Mr. Edwin Bok of the Ladies' Home Journal, Philadelphia. Mr. Bok made a choice of designs from a picture of the work done in the school during the last school year.

Des Moines, Ia. Beginning with the first week in January and extending to the opening of the second school term, manual training in the public schools will be conducted on a factory and business basis. During this period the time will be devoted to the manufacture of any articles which the board may desire for use in the schools. The teachers will act as superintendents of the various "factories" each with a group of the students under him endeavoring to produce a typical factory output. The practical part of the work will consist of the recording of costs by means of cards which will show the prices for lumber, hardware, and the finishing materials of articles. The time for the students will be figured at a certain sum per hour and the speed at which it was accomplished will be indicated.

Ottawa, Ill. Manual training has been introduced in three of the public schools and classes are open to students of the sixth, seventh and

eighth grades. One-half day each week is given to the work. Domestic science is open to the girls of the sixth, seventh and eighth grades and sewing and cooking departments are provided in three buildings.

Battle Creek, Mich. A new course in cooking and household chemistry has been introduced in the high school with a full credit of five hours' work each week, two of which are for cooking and one for household chemistry.

The girls in the class are instructed in the subject of adulterations and tests are made by which it may be possible to discover misrepresentations in actual household management. The adulteration of textiles is also taken up and the various methods by which they are prepared to deceive the customer are taught the students.

Another subject of value is the consideration of poisons and their effect on the human system. Antidotes for the most common are taught and the students are given an insight into the theory of poisoning and the means of meeting emergencies. The fifth branch of the work deals with stains and their removal.

The cooking for the year will cover meats, pastry, breadmaking and other points. The importance of sanitary milk is given special attention and an annual talk on milk and its care will be given.

Springfield, Ill. Radical changes are being considered in the manual training work from the fifth grade up. The changes may possibly involve new equipment.

Moline, Ill. That four consecutive years of instruction in domestic science should be provided in the high school is the contention of the domestic science instructor of the public schools. The fact has been brought out that with the present system the time which elapses between the completion of this subject and the end of the high-school course is too great. The pupil during the meantime has forgotten many important points thru inability to put into immediate practice what has been studied. The present plan provides for the finishing of the work in the first year of the high school.

Los Gatos, Cal. Manual training and domestic science, including sewing, have been introduced in the schools.

Waukegan, Ill. Sewing has been added to the course of study of the public schools.

Council Bluffs, Ia. Domestic science and manual training have been established in the high school.

Clinton, Ill. The board of education has extended the work in manual training and domestic science to include grades three to six, inclusive. Previously the instruction was confined to the seventh and eighth grades and the high school.

Woodbury, N. J. A course in domestic science has been introduced in the public schools. The food which is prepared for the lessons is afterward eaten at the noon lunch at which about two hundred pupils are seated.

Niles, Mich. Cooking has been introduced for the girls of the seventh and eighth grades and sewing for the sixth grade pupils. Two classes have been organized in the high school. The boys of the high school have been provided with a course in mechanical drawing.

Port Huron, Mich. A domestic science training school is proposed in connection with the public schools. One of the original features will be a practice house.

Stamford, Conn. Manual training has been introduced in the high school and the three upper grades of the public schools. The work will be a part of the regular course of study and will include mechanical drawing, woodworking, furniture construction, woodturning, patternmaking and possibly machinework practice. The extent of the instruction will be based on the amount of funds available.

Clearwater, Fla. The school board has introduced domestic science and manual training in the high school.

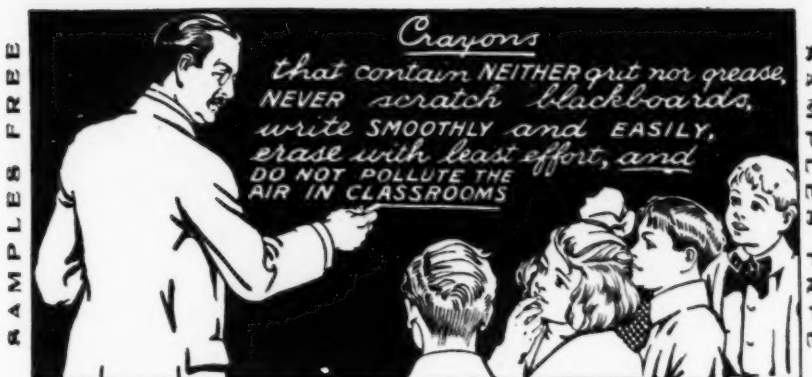
West Bend, Wis. Manual training and domestic science have been established in the grades and the high school. Pupils in the grades may take either subject, while in the high school the two subjects are compulsory.

The school board of Holyoke, Mass., has combined the work of the school lunchroom with that of the domestic science department. A supervisor has been placed in charge of the united departments.

Wilkesburg, Pa. Manual training has been introduced in the schools.

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PHYSICAL EDUCATION.

South Bend, Ind. A physical director for all the schools is the initial step in the establishment of a physical education department. The new director will assist the teachers in conducting healthful schoolroom exercises and will also introduce games suitable for the playgrounds. In the high school, the director fills the need which has existed for a competent coach who can give considerable time to the athletic teams.

Nashville, Tenn. Physical culture work has been extended to include the grade schools. Formerly this instruction was confined to the high school.

Spokane, Wash. Six corrective classes for deformed or frail students have been provided at the North Central high school. A thorough physical examination will be made of all students preceding enrollment in the classes and all defectives will be given remedial exercises.

Chicago, Ill. Representatives of eight high schools have united in forming a high-school soccer football league. League play will not be participated in by the students until later in the season to enable the boys to get into proper trim.

Keokuk, Ia. Folk dancing has been introduced in the public schools in connection with the physical culture exercises.

Cincinnati, O. Physical training at night is to be introduced in some of the public schools. Physical culture instructors and advocates have organized an association with an initial membership of forty.

Kalamazoo, Mich. Gymnasium work is compulsory in the first year of the Central high school. Credit is given for the work both in the case of regular students and those who are members of athletic teams. Swimming classes are conducted as a separate innovation.

Dental Hygiene.

Denver, Colo. The school board has approved the expenditure of \$1,200 for the maintenance of a daily dental clinic at the Longfellow school. The city dental association had formerly conducted the clinic without compensation. It was found that a competent dentist for each school day, between the hours of one and five in the afternoon, might be secured for \$75 per month and a nurse or assistant at \$35 per month. These two items and the cost of laundry and equipment reached \$1,200 for the first year.

Brockton, Mass. Preliminaries have been arranged for the opening of a dental clinic in the school department's rooms.

ELECTION AND PROMOTION OF TEACHERS.

(Concluded from Page 23)

tificate, State Normal School Certificate, or Provisional College Certificate, without two years' successful experience in schools approved by the board.

III. After a limited period of years teachers cannot rely upon the inspiration and information received from schoolroom experience for increase in efficiency. They must show evidence that they have studied and prepared for better work.

IV. No teacher shall be advanced in salary after she has ceased to advance in efficiency.

V. The elements to be considered in determining a teacher's fitness for increase in salary shall be as follows:

1. Evidence of growth in schoolroom efficiency. (a) Instruction. (b) Management of children. (c) Attention to details of school work. (d) Professional zeal. (e) Personal qualities.

2. Evidences of growth in scholarship.

3. Evidence of growth in a knowledge of educational processes and the philosophy of teaching.

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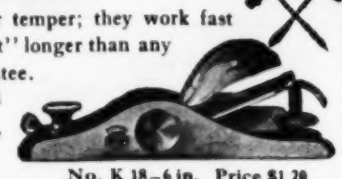


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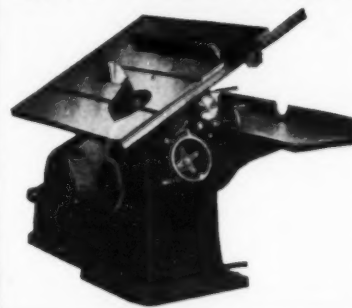
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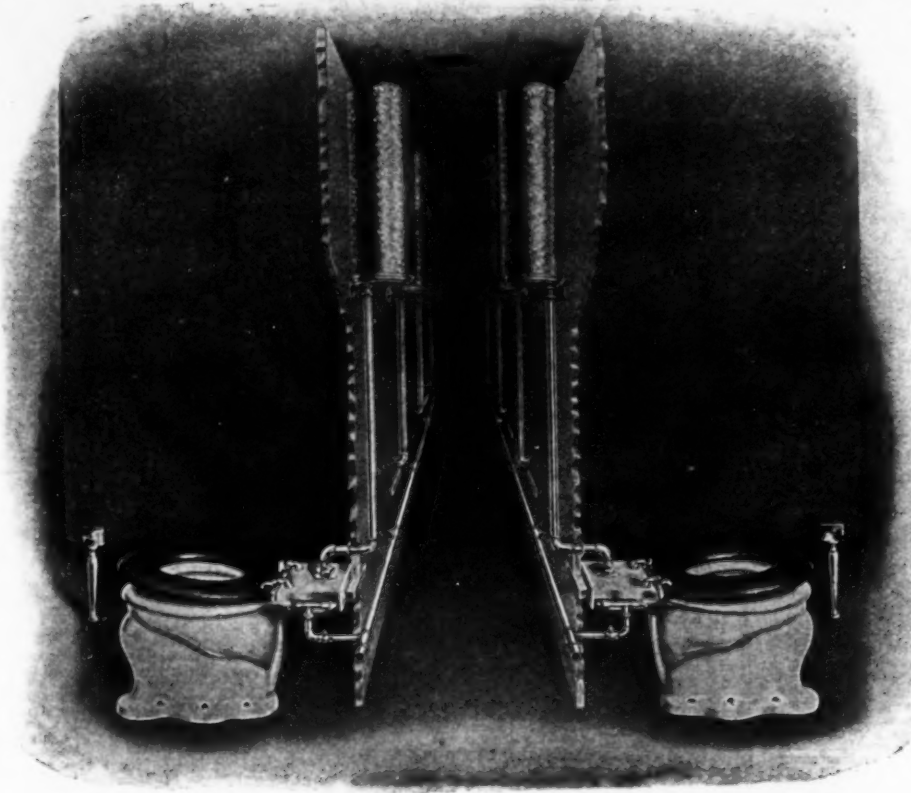
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SOMETHING NEW IN SCHOOLHOUSE CONSTRUCTION.

(Concluded from Page 19)

thruout the building are tinted a rich brown to harmonize with the burlap wainscoting.

Thruout the building the lighting is ideal, a condition which cannot be secured in a two-story structure. Each grade room, recitation room and laboratory has windows on one side only, and each has a large skylight. These skylights are fitted with metal sunshades by means of which teachers can easily regulate the light. There are absolutely no dark days in this building.

The heating plant is at the rear and is only a step lower than the main floor. The direct-indirect system with automatic regulation is used. The fan is operated by steam from the same

boiler that furnishes steam for the direct radiation. The radiators are hung in the walls next the ceiling and the air is exhausted through stacks opening at the floor level. In all grade rooms the foul air outlets are in the ceilings of the wardrobes which are closed by sliding black-board doors.

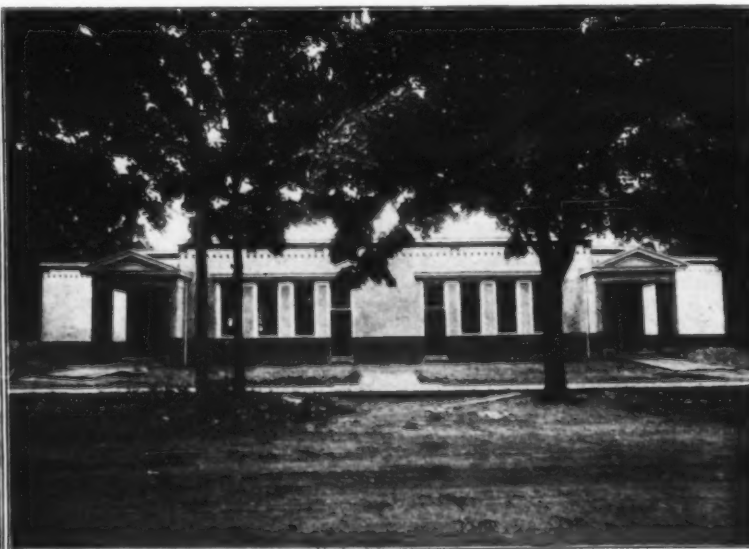
An excellent feature of the plan is the separation of the younger pupils from the older ones. This separation is complete thruout the building. There are two main entrances in the front and two in the rear opening into corridors which extend the entire length of the building. The grade rooms open into one of these corridors and the high-school assembly room, recitation rooms and laboratories open into the other; a very convenient arrangement. Each grade room also has an outside door. Separate toilets opening from across corridor are provided for

grade-school girls and high-school girls. At the farther end of the building is another cross corridor from which access is had to separate toilets for grade-school boys and high-school boys. We find this an excellent arrangement of toilets, far better than placing them in a mischievous basement.

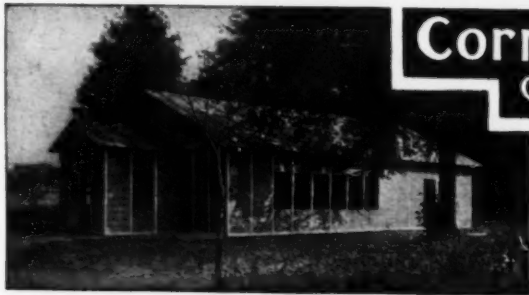
Time was when schoolhouses seemed to be built mainly for external show; but the schoolhouses of the future are to be built for efficiency. This building is constructed primarily to meet the needs of the school which it houses and of the community in which it is situated. From the standpoint of administration, light, ventilation, sanitation and safety it is almost ideal; while its plan is perfectly elastic and will readily admit of expansion as the school grows, without undue expense and without interfering with the unity of the structure.



AUDITORIUM, HOLLY SCHOOL.



FRONT VIEW, HOLLY SCHOOL.

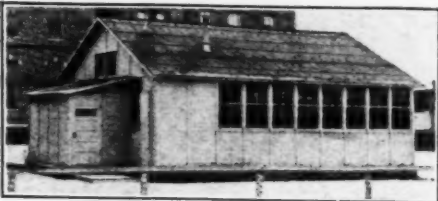


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THE CHILD IN MUSIC.

(Concluded from Page 14)

himself, just as he uses language. In what way may the child express his understanding of the music he hears, or what part of the music may he express?

Music Experience of Children.

It is a curious fact that the musical experiences of a child seem to be in part an epitome of the music history of the race. We know that the ancient Greeks held music in high esteem, but music with them included history, literature, poetry and the dance. "The nine Muses were one family." The earliest music was that of the crooning lullaby of the savage mother to her babe, as mothers have used it since the world began.

Then came the rude instruments of percussion, the drums or tom-toms. The child takes himself thru this stage in his first year with his rattles and his desire to pound with everything he gets in his hands. Then came the horns and pipes, and the child is faithful to the analogy in his whistles and tooting horns.

History next gave us the strings, the lutes, and lyres, and harps and early bowed instruments, which, improved, have come down to us. Now our child will early imitate the sound of singing and if he may only hear a great deal of the music of the descendants of these primitive instruments, he will try to imitate their rhythmic qualities in bodily expressions.

The folk song and the folk dance grew up together. At first they were one and the same. All song was accompanied with rhythmic bodily expression, hand clapping, etc., and all the dances or rhythmic games were sung. We have kept this relation in the familiar singing games of the kindergarten, rural play parties and the playground, but have lost it in nearly every other direction, save in opera.

Revival of Music Rhythm in Schools.

There has now come a revival of folk dances, and we are substituting them to great advantage for the old heavy calisthenics, but these do not go down far enough into the beginnings of child life. Miss Alys Bently, of Washington, D. C., is working out a most beautiful idea in teaching music to very little children, they to translate

into motor-activity. She has classes of little Montessori children three and a half and four year of age, who have come to recognize instantly over forty different melodies, and interpret immediately into rhythmic expression. When they hear the duck song they are at once ducks. The first note of the bear melody induces the bear walk—a Chopin Nocturne means another thing—Frühlingslied (Henselt) a Spring Song, and all are butterflies—and they march, run, skip, hop, walk, gallop as the music bids. Miss Bently uses only the best music with strong rhythmic quality and I believe has solved the problem of the music education of the little child in the home before the kindergarten age in the most thoroly pedagogic and sensible manner yet presented; namely in the hearing over and over again the classics of great music and the interpretation into motor, rhythmic activity. These are often hummed also or sung with *loo* or *la*.

In the early days of school music, sight reading was the only aim, since the movement grew out of the old-fashioned singing school; but supervisors long since learned that music must first be heard—then analyzed. "Wholes before parts" is an unbreakable law of modern pedagogy. We used to teach notes and staff, bars, measures and note reading in the first grade. Now this can only be found in a few benighted places.

Children Should Hear Music.

Everywhere "wholes before parts" is being emphasized and the fact recognized and impressed that the child must hear *music*, real music itself in great abundance, long before he should be asked to deal with facts or theories *about* music. If he may so hear good music, express the fundamental element of rhythm with his own body, hum lightly the melodies, in early childhood, long before anyone dreams of his actual study of music; he will bring to this study when the time comes, the same rich heritage of concepts, ideas, familiarity and real use, that he took to his study of reading with his vocabulary of five hundred words learned in the home.

The child should bring to his definite music

study a real knowledge of at least one hundred selections of good music learned in the home and kindergarten.

To begin to teach a child notes, staff, clef, bars, five-finger exercises, scales and chords, before he has heard real music is exactly the same thing as it would be to shut a child up in a deaf and dumb asylum from birth, and at six years of age bring him out and present him with a primer and bid him read, never having heard language itself.

A normal child learns to read with amazing rapidity in these later days of improved teaching. He is shown a word or sentence picture of the thing, idea or expression he already knows, only another form, presented to the eye, of a concept which has entered his mind long before thru the ear gate.

A child masters the process of learning to read in two or three years, sometimes in one, thereafter he simply enlarges his vocabulary and proceeds to read to learn.

In exactly the same way the process of reading music can be taught in half the time we now devote to it, indeed it may be said that we could easily teach all of the technic of music reading in one or two years that we now do in eight, if it may be presented in the same logical way, first hearing, next using, in bodily rhythmic expression, then singing and last of all studying the printed form.

Music, good music, should be heard in great abundance by every child, then it is only pleasure to study about the music he already knows.

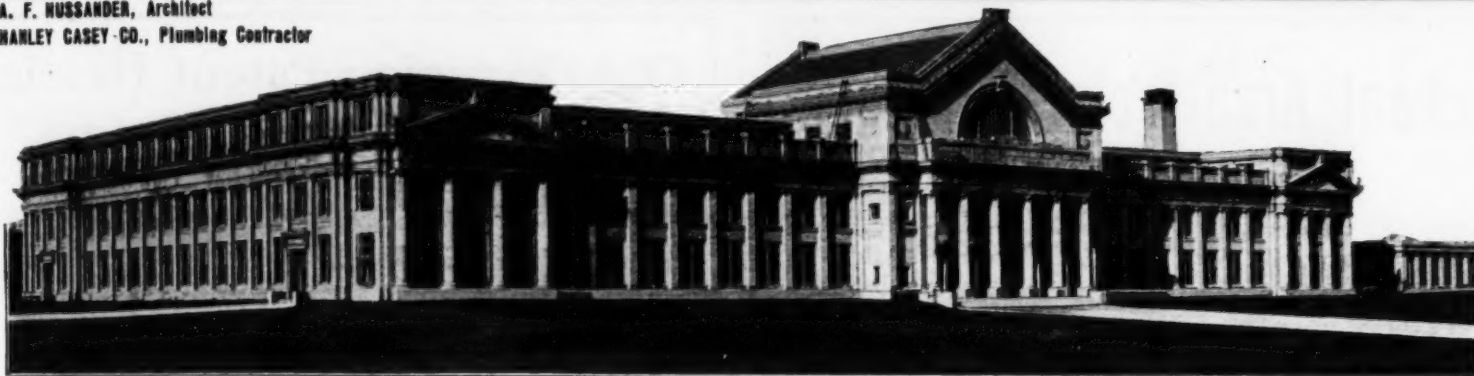
Theory and technique is easily grasped if the mind is filled with the real image. Any system that does not recognize this is pedagogically and inherently wrong.

Two Corrections.

There has been no change in the superintendency at New Rochelle, N. Y., as stated in the October issue of the JOURNAL. Mr. Harry T. Watkins of Reading, Mass., has been elected principal of the high school and Dr. Albert Leonard continues as superintendent.

Thru a misunderstanding the article on the Gratton, N. D., Junior High School was credited to Superintendent F. L. Whitney. The description was prepared by the state high school inspector of North Dakota as part of his annual report for 1912-13.

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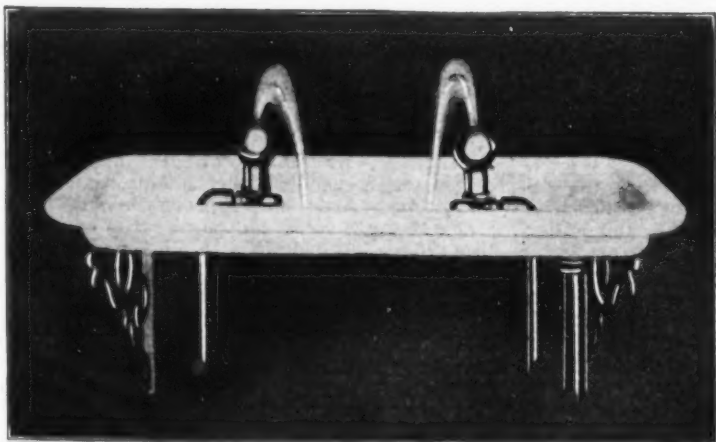
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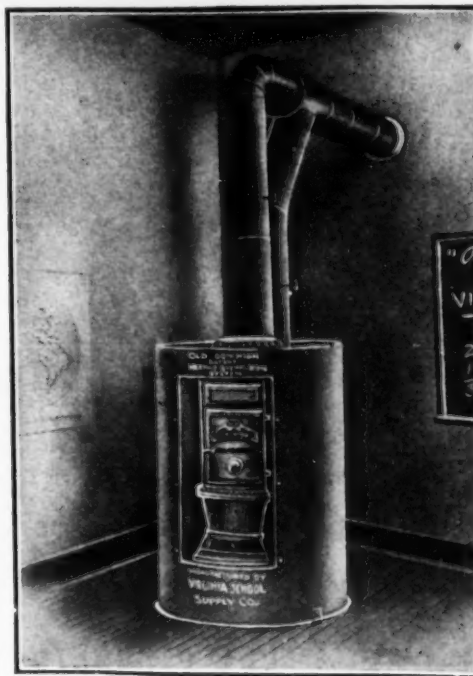
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FIRE PREVENTION THRU THE SCHOOLS.

New York, N. Y. Thru the joint efforts of the city fire commissioner and the school authorities, a series of lectures on fire prevention have been arranged to be delivered in the public schools by fire prevention inspectors. The lectures constitute the beginning of a campaign for extending the subject into the homes of the pupils.

Dubuque, Ia. Acting upon the suggestion of Supt. T. H. Harris, fire drills have been ordered once each month during the school year. The aim is to acquaint the pupils with the various exits, to train them in transferring from one exit to another according to necessity, and to secure prompt and orderly departure from the buildings.

Baltimore, Md. Acting upon the suggestion of Assistant Superintendent Charles J. Koch, an exhaustive investigation of city school buildings relative to safety precautions against fire will be conducted. The building inspector will co-operate with the school authorities in remedying any defects found.

Denver, Colo. With a view of protecting the schools against the danger of fire, the school board has requested the supervising architect to proceed with the remodeling of school buildings. The changes involve the installation of fire escapes, the removal of boilers from the vicinity of stairways and the rearrangement of stairways and other parts of the structures.

Fire Prevention Day was observed October 9 by the state of Indiana following a proclamation issued by the Governor calling for the observance of the day by general cleanings and extra precautions against fire. In the schools the day was observed by fire drills and instruction in methods of controlling fires.

October 9th was observed in Chicago, Ill., as Fire Prevention Day. Three hundred and fifty thousand school children were addressed by firemen in uniform and instructed as to the meaning of fire prevention. Fire-alarm signals and their operation were demonstrated before the pupils.

The school authorities of Grand Rapids, Mich., are fortifying themselves against the danger of a panic in the school buildings during the winter. As evidence of this fact, the board has enlarged

the front entrances of several school buildings and has removed all double doors.

In an inspection of school buildings in Philadelphia, undertaken recently by deputies of the Fire Prevention Commission, it was found that seventeen buildings were equipped with fire extinguishers which were improperly filled or defective in some manner. In most cases the commission found sufficient apparatus in the schools. In almost all buildings there were at least two extinguishers on each floor. The storing of ashes in cellars insufficiently protected against fire was noted in most of the seventeen defective buildings and the practice will be strictly forbidden in the future.

The inspections were conducted with the co-operation and approval of the school janitors, the superintendent of school buildings and other school officials.

Emporia, Kans. Textbooks on fire prevention have been provided for the public schools and teachers are expected to devote one period each week to the subject. In addition, newspaper clippings on fires will be collected and discussions on their probable causes and prevention taken up.

The subjects included in the new text are: fire waste; fire loss in Kansas; matches; sparks; rubbish and trash, barns; ashes, chimneys; stove-pipes; dangers from Christmas trees; cotton clothing; stoves; kerosene; gasoline lighting and cleaning; electricity; fire fighting in the home; state fire marshal law and compilation of fire acts.

The new study has been introduced in the schools on the assumption that a natural feeling of responsibility and co-operation will be aroused through a knowledge of fire causes. It has been found that a large number of fires are caused by carelessness and the assistance of the school children will tend to greatly reduce fires of this character.

BUILDING AND FINANCE.

A report of Superintendent of Buildings C. L. Woolridge places the valuation of the Pittsburgh public schools at \$17,000,000. The school district owns forty buildings including high and elementary schools and during the past year

about \$500,000 worth of buildings were added to the list.

A total of forty-five additional classrooms were provided the past year, including twenty-nine portable buildings. Two subdistrict schools were completed and thirty-six existing buildings were remodeled.

Public school buildings were used for the following purposes: political meetings, 210; educational meetings, 386; civic meetings, 114; social meetings, 110; paid entertainments, 77. A total of 879 meetings were held, with a cost, exclusive of light and heat, of \$1,583. The rental fees received amounted to \$619.18.

Joliet, Ill. As a means of checking the amount of electricity used by the schools, the board of education has obtained reproductions of the dial faces of the meters and has instructed the janitors to read the dials with the meter men and check up the readings each month.

SIMPLIFIED SPELLING MAN WANTED.

The Committee on Simplified Spelling of the Illinois State Teachers' Association is anxious to get in touch with men and women in educational affairs, who are interested in securing the use of simpler spelling and who are willing to devote a year or more of their time and effort at a fair compensation to the movement in the North Central States.

The committee is looking for applicants who measure up to the standard of college professors and city school superintendents. In order to be qualified they must be familiar with the history of the simplified spelling campaign, must be able to meet men of affairs and have the ability to bring things to a successful fruition. Some ability on the lecture platform and in the authors' field are required as also a willingness to travel in the interest of the movement and to interview publishers, editors, printers, school trustees, railroad, insurance and industrial managers in the extension of the campaign.

Applicants should give a few pertinent facts in regard to their individual records with a personal reference and the salary expected for the work. The particular line of effort in which the applicant is most efficient is of interest. All communications should be addressed to the committee at Oak Park, Ill.

NEW YORK SCHOOL INQUIRY.

Report on the Administration of the Schools.

That the New York board of education has been acting upon a false conception of its powers and functions, and that instead of confining itself to the larger problems of legislation and surveillance contemplated for it by the Charter, it has attempted to intervene, either as a whole or thru its committees, in the details of the administration of the department, is the charge of Professor Frank J. Goodwin of Columbia University, and Dr. Frederick C. Howe, of the People's Institute, in the report submitted October 13-14 to the committee of school inquiry of the Board of Estimate and Apportionment.

The report which is the final section of the school inquiry and which replaces the rejected report of Professor Moore of Harvard, severely condemns the organization of the board of education, declaring that the board has failed to function as a directing and unifying agency in its control of the school system. The committee system now prevailing in its organization has served no useful purpose, and has introduced into the administration elements of delay, cumbersomeness and diffusion of responsibility.

Board Devoted to Routine.

The board is scored in the report for its failure to perform its proper duties. Such failure is due primarily to its unwarranted devotion to petty routine and administrative detail, to the neglect of any large visioned policies of school development. To quote from the report: "We believe that the highest educational efficiency and progress are possible only where large administrative powers are, as a matter of fact, exercised by the highest officers and where the board of education confines itself to the revision of such action in the light of considerations of general municipal policy."

The following recommendations of the Goodnow-Howe report suggest an entirely new plan for the organization of the Board of Education on an efficient basis:

"The board should divest itself of all its purely administrative functions. It should abolish its present committee organization. The charter should be amended so as to provide that the Board of Education shall consist of eight members, three of whom shall represent the city at large and shall have three votes each; and five shall be appointed, one from each of the five boroughs, and of whom the representatives of Manhattan, Bronx and Brooklyn shall have two votes each and the representatives of Queens and Richmond, one vote each.

Report on Bureaus.

The second section of the report takes up in detail the work of the Board of Superintendents and of the several bureaus of the board of education. In each the report finds some excellencies and some ground for criticism.

Professor Goodnow and Dr. Howe are in accord with Prof. E. C. Elliott's recommendation that the board of Superintendents should be abolished, "and that its duties be transferred to the city superintendent, and that its members be made wholly, as they are now in part, assistants to the city superintendent." These are the reasons the experts give:

"The Board of Superintendents was established by the Charter in 1901, partly to facilitate the transition to a centralized administration system then established, partly to provide positions of sufficient dignity for the borough and associate superintendents in the decentralized school system then abandoned. The period of transition has been completed and the board has, it is believed, outlived its usefulness from this point of view. For the performance of administrative duties it is an ineffective body. It unnecessarily complicates administrative procedure and simply because of its form as a board takes up the time of its members in doing things which might be done very easily and quickly by either the City Superintendent or by an associate superintendent with power to act."

Auditor Does Good Work.

Generally the work of Auditor H. R. M. Cook is regarded as excellent, but the experts find that he does not audit the accounts of the supplies bureau. This omission is due to a resolution adopted by the board of education, at the instance of the committee on supplies in 1904, and according to the report interferes seriously with the completeness of the school audits.

"The inadequacy and incorrectness of the accounting system in the Bureau of Supplies, as demonstrated in this study, should be remedied at once," says the report. "The bureau has not even attempted to audit its own expenditures of over \$2,000,000 per year." The experts point out that an independent audit is absolutely necessary to insure proper control over the distribution and use of supplies furnished the schools. They also prove that the statements and reports covering the transactions of the Bureau of Supplies are at variance with the facts presented in the financial reports of the Department of Education, which are made to the Mayor."

Of the accounts of the Bureau of Supplies, the experts say:

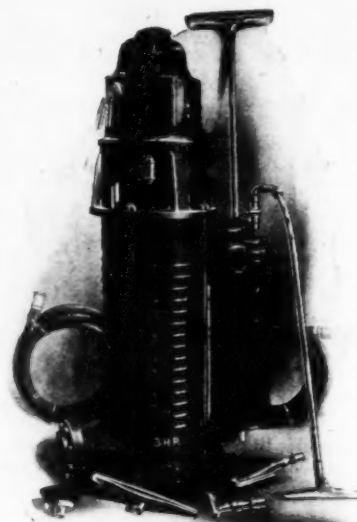
"Errors are admitted in practically all the accounts. Furthermore, the information currently developed by the accounts is inadequate and insufficient for proper administration and for presentation to the Board of Estimate and Apportionment. Salient facts, which should be readily available and which have been requested by the Board of Estimate and Apportionment for budgetary purposes, are not supplied by the bureau of school supplies. In this respect the organization and procedure of the bureau are fundamentally weak."

Secretary's Office is Inefficient.

The office of the secretary of the board is said to be inefficiently organized and its reorganization is recommended. The experts also state that the present salary of \$5,000 paid to the secretary is too large in proportion to the duties attached to his office. This is an extract from the report:

"The status of the work with which the secretary is charged and which has been made a part of the routine of the office cannot be commented on favorably. The indexing of minutes, both of the board and most of its committees, is in arrears. Formality as against expediency is the characteristic procedure of the office. This is evidenced by the internal correspondence which the secretary conducts with the several offices and bureaus.

"A reorganization of the office is desirable. The secretarial work that the different standing committees now perform in the secretary's



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office by the assignment of clerks to its committees should be performed in the particular bureaus and offices with which such work is most closely affiliated. The secretary's office should be reduced accordingly."

Architect Snyder Commended.

The report commends the Superintendent of School Buildings C. B. J. Snyder, but finds that his records are not sufficient to show the full operations of the bureau in relation to cost.

The experts recommend the organization of a bureau of school engineering, which shall have charge of the installation and repair of heating and ventilating plants and the supervision of the janitors.

Fault is found with the manner in which delinquent contractors are treated by the committee on buildings. The report says:

"Laxity in the enforcement of this provision which permits a delinquent contractor to default in the observance of the over-time clause, without paying the penalty of the delays which he has caused, will tend to pull down the standards fixed and by aggravating the delays defeat the beneficial object which such restrictions will, if enforced, subserve."

The experts do not take into account, as they should, that the superintendent of buildings and the building committee cannot collect fines for delays, because a bonus is not paid for doing the work in a shorter time than that provided by the contract. That the courts have decided. The policy of the city is against the award of a bonus, although it was tried once and found to work well.

SCHOOL SAVINGS BANKS AND THRIFT.

(Concluded from Page 14)

The influence of the school bank extends beyond the school, in fact its sphere is unlimited. In a poor neighborhood where a public school is conducting a school-savings bank it has been found that the parents of the children will save

a dime here or nickel there and send it for deposit in the school bank. Probably a goodly sum is saved in this way which otherwise might be lost or wasted, so that viewed from every angle the school-savings bank is a desirable adjunct to our educational system. Let the bankers and the educators therefore join hands and by a consistent exhibition of co-operation, set an example which being followed by those in other walks of life, will result in converting the Nation from extravagance to thrift.

LEONARDO HIGH SCHOOL.

(Continued from Page 21)

rectly over the heating duct which supplies air to the classroom. This arrangement, which can be easily understood by referring to the accompanying illustrations, thoroughly ventilates the wardrobes and at the same time dries damp clothes, umbrellas, etc., and removes all odors very effectively.

The building is semi-fireproof in construction and is amply safe-guarded at all points of danger. The boiler room and the entrances and stairwells are all of the Kahn type of reinforced concrete, using reinforced joists and terra-cotta tile blocks. The stairways have a solid concrete wall separating the several runs from the basement up to the top of the second floor so that a fire would be obliged to travel entirely around the spiral to communicate to the floors above. This wall also obviates the danger of an open well in case of a possible panic.

The sanitary equipment of the building is of the latest approved school make. The ventilation and heating is of the plenum type using two sixty Ventura blowers. The plumbing includes automatic wash-down closets, slate urinals and sanitary drinking fountains.

The exterior of the school has been worked up in a pleasing, simplified and modernized Gothic style with straight, hard brick of a very dark-red color laid in cream-white mortar with flush-cut joints. The trim is of artificial stone cast especially for the building according to the architect's design. The roof is covered with slate.

The building contains a total of 429,065 cubic feet and cost \$48,989 or 11.4 cents per cubic foot. The heating and ventilation cost \$5,730, which increases the total cost to \$54,719 or 12.8 cents per cubic foot. These figures include also the grading and the cement walks surrounding the school.

The architects were Messrs. Brazer & Robb, New York City.

THE TEACHER FROM THE ADMINISTRATIVE POINT OF VIEW.

(Concluded from Page 15)

these qualities come into play so often in other matters that they are invaluable apart from instruction and discipline. They have to do with the very tone and spirit of the school. Unconsciously the pupils take on the spirit of their teacher to a great extent. We prefer the children to associate with an optimist rather than with a pessimist. Not only would their school lives be happier, but they would be healthier mentally in after life and be of more worth to the world.

Emerson E. White, a famous Ohio teacher of thirty years ago, used to delight in defining common sense as sense in common things. It is not so named because it is so common. It is merely another name for good judgment. And what a delightful thing it is to find in a teacher. It gives her a correct mental poise. It puts

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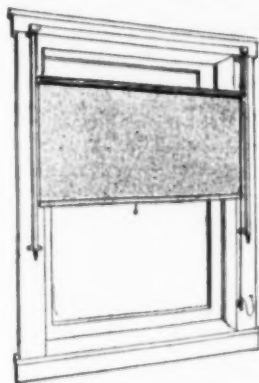
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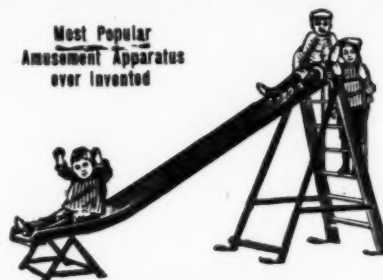
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things in their proper relations. It prevents magnifying a mole hill into a mountain. It smooths out a multitude of minor troubles which, without its application, might develop into serious matters. In talking with a prominent Wisconsin lawyer, he placed good judgment as the first requisite—away and above, as he said, all other qualifications—and I think this applies also to teachers.

I should like to have discussed other cases: For instance, the superintendent likes a teacher who is sane in her love affairs. He specially dislikes the woman who takes up with a mere boy,—possibly a good one—who is so much younger in years that the affair produces a sensation in the community. He likes the teacher who limits her expenditures to her income. He dislikes to act as assistant collector for dress-maker and milliner, and even prefers not to recommend his teachers to the credit department of Gimbel Brothers or Marshall Field & Company. But I will leave these to some future scribe.

In conclusion, then, the superintendent wants a teacher of the standard qualifications as to her character, deportment, personality, education, ability to instruct, ability to discipline, but he would also like in addition, a teacher who values her word as her virtue, who takes suggestions kindly and tries to carry them out, who is careful in carrying out instructions and in making required reports, who is willing to give liberally of her time and energy to semi-school affairs, who has the necessary amount of initiative, and who above all, is an optimist and a person of balanced judgment.

A RECORD OF PUBLIC SERVICE.

(Concluded from Page 8)

but this is not likely to be done for some time as she is rated as an efficient teacher and it was only last year that her classes won honors in the spelling contests and arithmetic tests.

Miss Finerty numbers among "her boys" as she calls them some of the most prominent men of the City, including an ex-district attorney, a clerk of the United States courts, the city electrician and many prominent physicians and attorneys.

It is of peculiar interest that during her long career she always taught boys in the public



The building news which formerly appeared under this heading is now published semi-weekly in **BRUCE'S REPORTER**. This change has been made necessary by the growing circulation of the Journal and by the growing demand on the part of the users of school construction news for prompter service than is possible in a monthly publication.

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schools. Those she taught remained attached to her thru life and it was not because of her partiality or favoritism, for she is rated as a strict disciplinarian.

By study and experience Miss Finerty gained the proficiency which she has. In the early days of her career the Normal school held its sessions in the afternoons and after teaching until 2:30 Miss Finerty would attend the Normal school, and was graduated from that institution in 1876.

NIGHT SCHOOLS IN AN INDUSTRIAL COMMUNITY.

(Concluded from Page 12)

knowledge of sewing before the opening of the year, came out with sufficient skill to make their own clothing—something for which any girl may be proud.

Perhaps one of the best plans for increasing the enrollment of night schools, if it can be made practicable, would be an agreement on the part of those who are at the head of industrial enterprises to grant some fixed increase of salary for their employees, to determine in large part by regular attendance in the night school. In any event we must have the co-operation of the leaders in industrial lines of work to insure success.

In fact, in every phase of school work, it is so much easier to get results when you know you have the support of your community and there is nothing that will bring this spirit of sympathy and aid to the whole school system so spontaneously and effectively as a well organized and well conducted night school.

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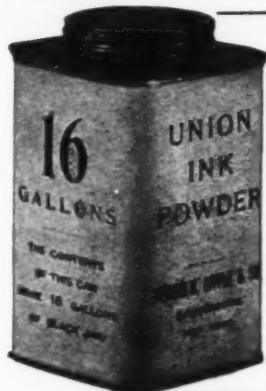
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HIGH SCHOOL ADMINISTRATION.

In line with the movement thruout the country to relegate college-preparatory courses to secondary places in the curriculum, the high school at South Bend, Ind., has introduced teachers' preparatory, commercial, industrial and domestic science courses. The present year will witness the extension of the industrial course by the addition of forge, foundry, woodturning and pattern work. The physics and mathematics classes are provided with a combination course that will be in harmony with the industrial subjects.

South Bend, Ind. The school board has provided for the establishment of a course in agriculture. The new study is limited to the seventh and eighth grades and the high school.

A plan has been devised by the principal of the Manual Training High School of Kansas City, Mo., which provides for the establishment of a free employment bureau for students. Wherever possible arrangements will be made for employment at certain hours so as not to conflict with the school work. The school has two sessions and it is planned that two boys hold one position, one attending school in the morning and one in the afternoon.

It is intended later to open a bureau of education in different employments for the benefit of children in the school. Statistics will be gathered concerning salaries, risk, advancement, healthful employment, etc., in order that the pupils may have a chance to choose with some degree of certainty their future employment.

Anoka, Minn. Upon recommendation of Supt. H. L. Nearpass, a complete commercial course has been added to the curriculum of the high school. The enrollment of the school has grown so that it has been necessary to add two teachers since the beginning of the present school year.

Portland, Ore. A movement has been begun by the school authorities for the establishment of separate high schools for boys and girls. Discussing the plan, Dr. E. A. Sommer, a member of the board, recently said:

"To separate the boys and girls between the ages of 14 and 19 would be the best thing for them and for everyone. Many subjects could

be more freely discussed. Matters of hygiene and other subjects that in some instances are hard to explain to mixed classes could be talked of in a manner that would be more helpful to the children. There would be less to detract attention from the studies, and we believe that discipline would be better maintained."

The Calaveras county, California, high school at San Andreas has recently introduced a complete normal course for teachers. The course includes both the academic and professional work of the state normals and students may pursue a two, three, or four-year course according to age, experience and training. The California law prohibits graduates of high schools from obtaining certificates on diplomas of graduations. The law requires that they shall pass an examination for a teacher's certificate and the aim of the new course is to make it complete and practical in every way in order that the requisite training may be obtained.

Wichita, Kans. High-school students of special ability who pursue such studies as music, painting, etc., outside of school, will be given a half year's point each year toward graduation. For a full four years' course it will be possible to secure two credits. The plan was originated a year ago but was not put into operation until the present school term.

Trinidad, Colo. A sub-freshmen class has been established to take care of students who are not ready for high school but are too far advanced for the eighth grade. It is the desire of the school authorities to retain these pupils in the schools and thus prevent their withdrawal from the eighth grade.

Trinidad, Colo. Mechanical drawing and English history have been added to the high-school course.

Abingdon, Ill. A course embracing the elements of agriculture has been introduced in the high school to include the study of the composition of soil, plant food, fertilizers, plant diseases and pests, farm animals and farm management.

The academic portion of the subject will be supplemented by bulletins from the agricultural colleges and other publications. In addition, each pupil will be required to cultivate a piece

of ground in some crop of his choosing. Full reports on the results will be required.

Louisville, Ky. Spanish has been introduced in the boys' high school. The junior class will pursue a two-year course and the seniors will have the option of a one-year course. A special two-year vocational course has been introduced in the Manual Training High School. The course is intended for boys who cannot afford to complete the full four years.

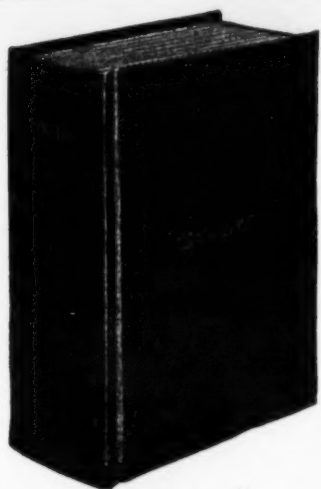
Indianapolis, Ind. Assistant women principals, whose duties shall be the personal supervision of girl students, have been appointed for the Shortridge and Manual Training High Schools. While the duties and functions of the new assistants have not been exactly defined or limited, it is known that they will act as advisers in the choice of studies and will give personal help to backward students. Their effectiveness will depend entirely upon their ability to "mother" the girls.

North Platte, Neb. The high school has recently issued a revised course of study, including a general elective course and normal-training and commercial courses. The normal course leads directly to a first-grade Nebraska certificate.

Chicago, Ill. The school management committee of the board of education has decided that the three vocational high schools of the city shall have a six-hour day instead of the regular five-hour day which obtains in the academic elementary schools.

Everett, Wash. The high-school course has been enriched by the introduction of agriculture as an elective study. The course will include textbook study and experimental work with various kinds of soils and seeds, the planting and cultivating of vegetables and other forms of practical farming.

The course is limited this year to one class reciting one period each day during both semesters. It is expected that later methods of removing stumps, seeding of stump land, stock-judging and crop rotation may be taken up. In the spring the pupils will be expected to take charge of a garden of their own under the supervision of the teacher.



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LEGAL AND ILLEGAL USES OF SCHOOL BUILDINGS.

(Concluded from Page 50)

Judge Brewer has said (15 Kan. 259, 22 Am. Rep. 268). "The extent of the injury or benefit is something into which courts will not inquire. The character of the use is the only legitimate question. The use of a public schoolhouse for a single religious or political gathering is legally as unauthorized as its constant use therefor." (2) That constitutions generally authorize the exemption from taxation of property used for religious purposes, and thus indirectly compel the support of the taxpayers, is immaterial. The Constitution of the United States gives the American citizen religious liberty against the federal government only. The state need not accord him religious liberty at all, but every state in its constitution has done so to greater or less extent. When a state constitution grants religious freedom in a certain particular, a statute violating said grant is unconstitutional. It is no answer to say that the constitution in some other particular grants less liberty than the offending statute. (Cooley's Constitutional Law p. 224; 22 Am. Rep. 268; 27 Conn. 499; 21 Wis. 657; Note 33 L. R. A. 118). The proper way to devote schoolhouses to religious purposes is not by passing statutes in conflict with the state constitution, but by amending the constitution so that it clearly permits it.

COMING CONVENTIONS.

Nov. 4-6. Arizona State Teachers' Association at Phoenix. C. A. Goggin, pres.
Nov. 5. Nebraska Superintendents and Principals' Association at Omaha. Clare Mackin, Omaha, secy.
Nov. 5. North Dakota Science & Mathematics' Association at Fargo, N. D. Ella M. Robertson, Bathgate, secy.
Nov. 5-7. North Dakota Teachers' Association at Fargo. W. E. Parsons, Bismarck, secy.

Nov. 5-7. Nebraska Teachers' Association at Omaha. J. E. Delzell, Lincoln, pres.

Nov. 5-7. Northcentral Indiana Superintendents' Association at Frankfort. E. J. Llewellyn, Mt. Vernon, secy.

Nov. 6-7. Kansas Association of Mathematics Teachers at Topeka. Eleanor Harris, secy.

Nov. 6-7. Kansas Teachers' Association at Topeka. W. S. Heusner, Junction City, pres.

Nov. 6-7. Northern Illinois Teachers' Association (eastern and western section) at Oak Park. S. F. Parsons, Dekalb, secy.

Nov. 7. Kansas History Teachers' Association at Topeka. Raymond Taylor, Manhattan, secy.

Nov. 6-8. Indiana Town and City Superintendents' Association at Indianapolis. L. E. Kelley, Montpelier, secy.

Nov. 6-8. Missouri Teachers' Association at St. Louis. E. M. Carter, Cape Girardeau, secy.

Nov. 6-8. Wisconsin Teachers' Association at Milwaukee. John Callahan, Menasha, secy.

Nov. 6-8. Southern Minnesota Teachers' Association at Mankato. Emma O'Donnell, Mankato, secy.

Nov. 6-8. Association of Colleges and Secondary Schools of the Southern States at University of Tennessee, Knoxville. Bert E. Young, Nashville, secy.

Nov. 7-8. Eastern Ohio Teachers' Association at Steubenville. Miss Helena Cox, Steubenville, secy.

Nov. 10-11. National Association of State Universities at New Willard Hotel, Washington, D. C. Guy Potter Benton, Burlington, secy.

Nov. 14. New England Association of School Superintendents at Boston. Valentine Almy, secy.

Nov. 24-25. Colorado Teachers' Association at Pueblo. W. W. Remington, Denver, secy.

Nov. 24-26. New Mexico Educational Association at Albuquerque. R. F. Asplund, Santa Fe, secy.

Nov. 24-26. South Dakota Educational Association at Sioux Falls. J. C. Lindsey, Mitchell, secy.

Nov. 24-26. Montana State Teachers' Association at Helena. W. K. Dwyer, Anaconda, pres.

Nov. 24-26. New York State Teachers' Association at Syracuse. R. A. Searing, No. Tonawanda, secy.

Nov. 26-28. Missouri Colored Teachers' Association at Jefferson City. B. F. Allen, Jefferson City, pres.

Nov. 26-29. North Carolina State Teachers' Association at Raleigh. S. S. Alderman, Raleigh, secy.

Nov. 27. Missouri Society of Teachers of Mathematics and Science at St. Louis. L. D. Ames, Columbia, secy.

Nov. 27-28. Missouri Southcentral Teachers' Association at Rolla, Mo. B. P. Lewis, Supt. Cuba, Mo., Schools.

Nov. 27-28. Southern Oklahoma Teachers' Association at Clinton. Nell Snider, Weatherford, secy.

Nov. 27-29. National Council of Teachers of English at Chicago, Ill. James F. Hsieh, Chicago, secy.

Nov. 27-29. Tennessee Teachers' Association at Nashville. P. L. Harned, Clarksville, secy.

Nov. 27-29. Texas State Teachers' Association at Dallas. F. D. Brooks, Hillsboro, secy.

Nov. 28-29. Southwestern Oklahoma Teachers' Association at Clinton. Nell A. Snider, Weatherford, Ex. Co. Superintendent.

Nov. 28-29. Northwest Kansas Teachers' Association at Colby. Nettie W. Barber, Phillipsburg, secy.

Nov. 28-29. Missouri Valley Commercial Teachers' Association at St. Joseph. Eva J. Sullivan, Kansas City, secy.

Nov. 28-29. Massachusetts State Teachers' Association at Boston. Frank W. Chase, Vice Pres., Newton.

Nov. 28-29. Southwestern Indiana Teachers' Association at Evansville, Ind. W. V. Mangrum, Pres., New Harmony.

Nov. 28. Western Ohio Superintendents' Round Table at Dayton. F. M. Reynolds, Cedarville, pres.

Nov. 28-29. Central Association of Science and Mathematics Teachers at Des Moines, Ia. W. L. Elkenberry, Chicago, secy.

Nov. 27-29. Northwest Oklahoma Teachers' Association at Alva. Fin Hahn, Alva, secy.

Dec. 6. New England Association of Mathematical Teachers at Boston. William B. Carpenter, Boston, pres.

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How He Knew.

"No," complained the Scotch professor to his students; "ye dinna use your faculties of observation. Ye dinna use them. For instance—"

Picking up a jar of chemicals of vile odor he stuck one finger into it and then into his mouth.

"Taste it, gentlemen!" he commanded, as he passed the vessel from student to student.

After each one had licked his finger, and had felt rebellion thru his whole soul, the old professor exclaimed triumphantly:

"I tol' ye so. Ye dinna use your faculties. For if ye had observed ye would ha' seen that the finger I stuck into the jar was nae the finger I stuck into my mouth."—*Ladies' Home Journal*.

Poor Daniel.

The school committee of Salisbury, N. H., held a meeting one night to consider the purchase of new school books—one old man arose in protest, and with a wobble of his chin and a tremble in his voice he said:

"Didn't we study out o' these old books? Ain't what's good enough for us, good enough for our children? What's the good of all this book-learnin' anyhow? What we need is somethin' practical.

"I mind the time when I used to come along the old north road and see Dan Webster up in his gable window with the lamp a-burnin' and his writin' and studin' out o' his books as late as nine o'clock at night.

"What did it all amount to? Why, he went away from here and we never heard o' him afterwards."

"Johnny, did you attend Sunday-school this morning as I told you?"

"Yes, pa, but I was the only boy in the class."

"Dear, dear, what a pity! I wonder what was the matter with the other boys."

"They were caddying for you in that four-some match you played out at the Homewood links."



The Studious Boy.

—Chicago Post

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University Training.

"What'd your boy, Bill, take to most while studying his agricultural course up at the university?"

"City life, by Jupiter! After graduating he came back here, talked the bank out of \$300, opened a moving picture show and paid the mortgage off this here farm in three months."

Educational Hint.

"I'm delighted at the interest that kid of mine takes in his handwriting," one proud papa confided to us the other day. "He used to be careless about it, but I'm getting him trained now."

"That's fine—and remarkable. What's your system?"

"I told him to write a list of everything he wanted for Christmas. That was six days ago, and that kid is still at it!"

Woodrow Wilson, relates a writer in Everybody's, once said of a boy athlete: "I am afraid he sets athletics too far above English, mathematics, and history. His aunt said to him the other day:

"I am delighted to hear of your success on the school baseball team, Harold; but you must remember that there are other things in life besides baseball."

"Yes, aunt, I know," said the boy, "but hang it all, I'm afraid I'm too light for football or rowing."

Suited to His Business.

A countrywoman was taking her son to school for the first time, and, after impressing the teacher with the necessity of giving him a thoro, good education, finished up by saying:

"Be sure he learns Latin."

"But, my dear woman," said the teacher, "Latin is a dead language."

"So much the better," replied the woman. "His father expects to make him an undertaker."

The teacher of an English class that was engaged in the study of Homer's "Odyssey" was examining the pupils on their knowledge of the story.

"Name the goddess," said she to one of the class, "who aided Odysseus when he was on the raft in the midst of the storm."

"I don't know," answered the pupil.

"You shouldn't say that," replied the teacher.

"What should I say?" asked the puzzled pupil.

"Ino," answered the teacher. The class caught the point.

Ein Lieber Lehrer.

Mutter (die ihrer Tochter im Arme ihres Lehrers ueberrascht): "So, mein Herr, gehoert das auch zum Unterricht?"

Lehrer: "O nein, gnaedige Frau, dafuer gebe ich extra eine Viertelstunde zu!"



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"Johnny, have you studied your geography?"

"No; I haven't. You see, I heard pa say the map of the world is changing every day, so I thought I'd wait a while and let things get settled."

Economical.

A Scottish lassie, asked by her teacher, "Why did the Israelites make to themselves a golden calf?" replied with the ever-ready and practical reasoning of her countrywomen:

"Well, ye ken, marn, they hadna as muckle siller as wad mak' a coo."

He Wanted To Know.

Recently a school teacher in a New Jersey town, who has a class of small boys, had finished the regular order of the lesson, and since it was not quite time to close she told them that they could ask her any question they had in mind. The youngsters thought earnestly and finally one of them intimated that he would like to speak.

"Do you wish to ask a question, Willie?" said the teacher with an encouraging smile.

"Yes, ma'am," responded Willie, with an eager look. "When is the circus coming to town?"

Kept After School.

"I am sorry," said their teacher,

"To keep you, Fred and Joe;

I do not like to punish you,

Because it grieves me so."

But crying Freddy whispered

To naughty little Joe,

"If she's so very sorry,

Why don't she let us go?"

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